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The Library and Adult Education

H. H. B. Meyer, president, A. L. A., Washington, D. C.

At a meeting held in Washington early in March, 1924, the Executive board of the A. L. A. decided to prepare and promulgate plans for developing more systematic adult education. To this end, a committee of which J. T. Jennings, librarian, Public library, Seattle, Wash., was made chairman, with six associates, was appointed, with power to appoint an advisory committee.

The Carnegie Corporation of New York became interested in the proposed study and offered to meet the expense. L. L. Dickerson, connected with the library branch of the educational division of the War department, Washington, was appointed executive assistant to the commission and began his work, April 1, 1924.

Some eight or ten objectives were shown, on which Mr. Dickerson worked and on which he reported to the Executive board of the A. L. A. in the form of "Proposed service of the library in adult education."

The Commission on adult education of the A. L. A., as finally constituted, consists of Judson T. Jennings, librarian, Seattle public library, chairman; C. F. D. Belden, librarian, Boston public library; W. W. Bishop, librarian, University of Michigan general library; W. O. Carson, inspector of public libraries, Ontario department of education, Toronto; M. S. Dudgeon, librarian, Milwaukee public

library; Linda A. Eastman, librarian, Cleveland public library; C. E. Rush, librarian, Indianapolis public library; with L. L. Dickerson, executive assistant and secretary of the commission.

The commission held three meetings and an open round-table at Saratoga Springs and, on September 29 and 30, met at A. L. A. headquarters in Chicago. At the last meeting, it was determined to publish an adult education bulletin to be distributed very widely, including all members of the A. L. A.

The adult education which the commission will study will be of course the formal education provided by various agencies and not the informal education everyone undergoes by simply living his life in a civilized community and which is expressed by the old adage, "live and learn." It will study all the various agencies for adult education with a view to determining the relationship of the library to these agencies, and the way in which the library itself may perhaps more effectively become one of them. Libraries have taken part in adult education from the beginning as one of the tools used by other agencies, but does it not itself offer certain advantages for continuing the work after other institutions have ceased to instruct or hold the student?

The 20 odd different kinds of agencies carrying on adult education in the United States are so heterogeneous in character

that it is difficult to classify them. Those which are characterized by the non-resident feature, i. e., where the studies are carried on in the home or residence of the student, are exemplified by university extension courses, correspondence schools, the work of the home education division of the Bureau of education, traveling libraries and, it must be admitted, the work attempted by public libraries themselves.

Those which are characterized by regular attendance at specified times in classes are the evening or continuation schools, moonlight schools, classes carried on by welfare organizations such as the Y. M. C. A., Y. W. C. A., Knights of Columbus, Workers Education bureau of America, and a few classes in certain colleges.

Those characterized by occasional meetings for group study are the study clubs, reading circles, chautauquas and lyceums. Other agencies such as the granges, Boy Scouts, Girl Scouts, radio, museums and moving pictures or visual education are somewhat difficult to characterize. There are none of these that do not depend sooner or later upon the library. The contact of the Cleveland public library with the moving picture shows is to be noted. It is clearly the duty of librarians to study this inter-relationship; but no library, however large, can undertake to make a comprehensive study of this kind. It is clearly the duty of the national association.

Mr Dickerson, in his preliminary report, says: "Perhaps the United States, in an unsystematic manner, provides for her citizens more adult education than is generally recognized. While it is true that few means have been employed to which the label of adult education has been applied, yet the actual processes are numerous and varied."

Our university extension courses have become a marked feature of our educational system, and most state universities, agricultural colleges and normal schools, as well as many independent institutions, provide extension courses. In 1921, according to Mr Dickerson's report, there were 75 non-commercial institutions

offering correspondence courses in 39 states, and 48 colleges, universities and normal schools were conducting extension classes. It has been said that there are more different courses offered through extension classes than are offered in resident work. Besides offering all the university courses, many universities and colleges offer through class extension the full preparatory courses of study.

The non-academic correspondence schools offer mostly courses of a vocational and technical character and need not detain us. Continuation schools, evening schools and moonlight schools are intended mostly for those who have failed to secure an elementary education during childhood.

The moonlight schools are one of the most interesting developments of the movement. They had their origin in the work begun by Mrs Cora Wilson Stewart in Rowan county, Kentucky, in 1911. This was, to quote from Mr Dickerson's preliminary report, "a simple attempt to eradicate illiteracy by having the country school teachers conduct evening schools for the older folk who could neither read nor write. The work of these teachers was eminently successful, and within three years 1000 adults were able to pass any illiteracy test. The governor of the state appointed an Illiteracy commission, and prior to 1922 the state of Kentucky taught 130,000 adults to read and write. The work has spread in every direction. Following the lead of Kentucky, similar schools were opened in Tennessee, Alabama, Minnesota, Oklahoma, New Mexico, California, Georgia, Mississippi, Arkansas, in North Carolina where, in 1916, 7000 volunteer teachers taught 9698 illiterates, and in Pennsylvania where, in 1919, 20378 illiterates were under instruction. In February, 1924, a national illiteracy conference was convened in Washington under the auspices of the Bureau of education."

The development of workers' education in the United States is far more recent than its development in Great Britain. It began with the organization of study classes by the International Garment Workers' Union in 1918, 15 years later

than the British movement. These classes carry through the winter months from November to April, a period of 22 weeks.

In this important field of workers' education, the most representative organization is the Workers' Education bureau of America which corresponds pretty closely to the Workers' Education association in Great Britain. This bureau was formed in 1921 and represents organized labor as a whole. To quote from the preliminary report:

Its purpose is to collect and disseminate information relative to educational efforts in organized labor, to coördinate and extend projects now in existence and to stimulate the creation of additional enterprises. In addition to promoting popular education among workers, the bureau has given attention to methods of instruction and the procurement or publication of readable books at reasonable prices. Six textbooks have been produced for sale at fifty cents each in coöperation with the Doran Company, and the bureau itself publishes a quarterly journal, *Workers' Education*, and numerous pamphlets. The Yearbook for 1924 is the most informational publication on the subject. Thirty-seven labor organizations are affiliated with the W. E. B., bringing to its support a membership of 1,650,000. The secretary of the W. E. B. is Mr Spencer Miller, Jr., 476 West 24th street, New York City.

There has been very little development of any relationship between the existing universities and the workers. Two attempts, however, should be noted, to bring together workers seeking education and the instruction staff of established colleges. In 1920, Amherst established courses of study for workers at Holyoke and Springfield. "The classes were under control of a joint education committee composed of two members of the faculty and two representatives each from the Springfield and Holyoke Central Labor unions. These classes were temporarily suspended at the end of the college year 1922-23. Bryn Mawr college in 1921, in coöperation with labor, established a summer residence school for working women. The school is managed by a joint administrative committee composed of representatives of Bryn Mawr college and the women workers. To date, 276 students

have attended." See an article in the *Educational Review* for October for the latest information.

The so-called labor college, however, has had considerable development so far as numbers go in the United States. Since 1918, 35 have been started. These colleges are operated by local central labor unions and financed entirely by labor. Their avowed purpose is to train potential leaders for the labor movement, to give the rank and file social and civic education and to promote education among workers for its own sake. Practically all the colleges emphasize instruction in English, economics and labor problems. Instruction is not limited to classes but includes popular lectures as well. "The Boston Trade Union college appears to be the most thoroughly organized. It offers instruction in cultural as well as practical subjects in courses of 24 weeks' duration, beginning October 1 of each year. The classes meet once a week, one hour consisting of a lecture and one of discussion. Many of the instructors are secured from neighboring colleges, and in this respect the practice varies from that of many other labor classes which restrict instruction to their own rank. The Boston college makes one other departure from the general practice in admitting to classes all wage earners regardless of whether or not they are members of the union. The list of colleges and associated enterprises is a long one and will be found in the *Workers' Education Handbook*, 1924, p. 168-190."

It will be seen that, except for the two comparatively insignificant examples of Amherst and Bryn Mawr, there is no development in America corresponding to the university of tutorial classes which are so marked a feature of the British movement for workers' education. This is largely due doubtless to the different organization of American and English universities but there does not seem to be any reason why the teaching staffs of our colleges and universities should not do a work similar to that performed by their English brethren in opening up a university education to workers who de-

sire it and have the ability to carry on the courses of study. There will doubtless be considerable development along this line in the United States in the near future.

As has been hinted, the direct entrance of the American public library into the adult education movement is of very recent growth. The Chicago public library, October 1, 1923, inaugurated a new department or Readers' bureau, in charge of a special assistant who undertakes to direct and assist those adults who wish to pursue some course of study or line of reading. It is well to include the assistance and advice of professors in nearby colleges and universities in preparing advanced and highly specialized courses. The demand made on the newly established Readers' bureau was so great that Mr Roden reported that it had to be shut down for a time. He hopes that some way may be found to use the nearby instructors on some other basis than that of charity.

The Detroit public library provides a readers' assistant who gives personal advice to those desiring to pursue a course of study or reading, or investigate a particular subject. This library has found the publication of lists and courses of reading in local newspapers to be an effective means of recruiting library students.

The Cleveland public library has established an extension division for adult education in its school department, the object of which is to see that all the students in the public schools carry away with them a knowledge of the library, its methods and tools, which shall be of assistance to them in their reading and study subsequent to their leaving school. The Milwaukee public library, on the other hand, has approached the problem by making a careful study and inventory of existing adult educational agencies and the methods by which the public library can aid the classes and groups already organized. At Grand Rapids, the librarian, S. H. Ranck, has organized a "Don't be a quitter" campaign and has invited the boys and girls who have left school to see the librarian in person to talk over with

him their plans for future study. The Public library, Princeton, N. J., "conducts a weekly adult reading class which aims at intellectual growth, culture and community betterment."

Seattle, with its large influx of foreigners, has made a special attack on this problem and begins its work at the detention quarters of the U. S. Immigration service and then follows up the individual as far as may be during his later residence in the city, the attempt being to bring the new arrivals into touch with some branch of the library system at a time when the impressions made on them are most vivid and lasting.

The Boston public library takes its place with other agencies in or near Boston which offers abundant "Opportunities for adult education in Greater Boston," as a pamphlet recently issued is entitled.

Matthew Arnold visited the United States in 1883 and 1884 and delivered a number of addresses, one of them entitled "Numbers, or, The majority and the remnant." The discourse was on the thesis that in any democracy the saving element is the small number of intelligent self-sacrificing citizens who act as a leaven for the whole mass. Every effort should be made to preserve and increase the number of these persons whom Matthew Arnold designates as the remnant. Speaking recently to a gentleman engaged in adult education in the city of New York, I learned from him that in his class, which is drawn from many walks of life but mostly from the workers, the best mind, the one which grasped the problem presented with the keenest insight and displayed unusual reasoning faculties, was disclosed by a maid servant in one of the large New York City hotels. There is no monopoly of intelligence in any one of the ranks of life and one of the most inspiring things connected with adult education is that it is the most valuable agent to discover and develop these intelligences and set them to work for the benefit of the vast and somewhat unintelligent majority.

Throughout this paper, cultural education has been stressed in contra-distinction

to vocational or industrial education. We have come to recognize four kinds of service that a library can render—educational, recreational, informational, including such research service as is rendered by the Library of Congress, and lastly and most important of all, cultural. When a prominent librarian recently expressed his satisfaction that libraries were at last, in connection with adult education, going to enter on their own field, his words should not be interpreted as in any way disparaging the other services, but rather that the cultural service to be rendered by the library in the formal adult education movement is its highest service.

There should be no question therefore in the minds of librarians that formal adult education is one of the most important opportunities now before them. I say formal adult education to distinguish it from the informal adult education that comes to every individual through living his life. This informal education

comes from reading newspapers, magazines, and even books, from the casual encounters on the streets, in the restaurant, on the railway train, in the theater and concert hall, from the family life of the home and the business life in store or factory. The method of informal education is the method of nature, always active, offering all things to all men, regardless of time and space, and only too frequently to their detriment. It is only when a trained judgment, the result of more formal education, makes a selection that this informal education can become more of a beneficial influence and less of an evil influence. That is why we are interested in formal adult education. It offers us the greatest hope that more and more of the common people will be able to live a full, well-rounded life, or in the words of the great poet, Goethe

*Uns vom halben zu entwöhnen,
Und im ganzen, guten, schönen
Resolut zu leben.*

Generalbeichte

(Concluded)

An Advanced School of Librarianship—Aim of Curriculum

T.C. Tai, librarian, Tsing Hua college, Pekin, China

I am not going to present you a schedule of courses for an advanced school of librarianship. First, a foreign student with a smattering knowledge of library training and education is not competent to lay down the curriculum of a professional advanced library school. The curriculum of any advanced professional school is one of the most difficult and most complex problems to be tackled. Second, several prominent librarians have already treated this topic in detail. You have the criticisms of the curricula of existing library schools from Dr Williamson's report, *Training for library service*; the views and reasons expressed by library school directors and faculty members in their comments on Dr Williamson's report; many authoritative statements of the experts in the Professional Training section of the forty-sixth annual confer-

ence of the A. L. A., and the constructive program of courses of library training from Mr Reece's *Some possible developments in library education*.

I hope, however, it will not be out of place to present again this topic, A curriculum for an advanced school of librarianship, from a new angle which emphasizes the fundamental aims of making a curriculum of a professional school. If the aims would be better embodied in a prescribed curriculum, let the curriculum of an advanced school of librarianship be prescribed. Were they more suitable to a curriculum arranged to fit students for definite types, let it be so arranged. It is a question dealing with the aims of a curriculum of an advanced library school rather than its external composition. A curriculum either prescribed or arranged to fit students for definite types will yield

beneficial results, provided it contains the essential requisites of a curriculum for a professional school.

According to Dean Russell of Columbia university, the curriculum of a professional school should have three fundamental aims, namely, specialized knowledge, technical skill and high ideals. Permit me to quote his excellent statements in the address delivered at the inauguration of Dr. Lotus D. Coffman as president of the University of Minnesota.¹ He says, "In its curriculum it should strive to organize and systematize the knowledge available in its particular field so that its students may get the essential facts needed at the beginning of their career; in its teaching, it should give inspiration to creative effort and altruistic service; and at some stage of its training provision must be made for gaining technical skill. The pedagogical problems of all professional schools grow out of those three fundamental requisites. These factors, however, are all variable quantities. . . . Right proportion in the adjustment of these essentials is the crux of administration in every type of professional school."

Let us apply these aims to the curriculum of an advanced school of librarianship. First, the specialized knowledge of the library profession should be so organized and systematized that, within the minimum period of time, it will give the graduate student the maximum amount of the advanced knowledge of the profession. This means two definite things in the making of a curriculum, viz.: 1) Do not crowd the curriculum with introductory and elementary courses of the professional subjects. Any member of the faculty who tries to introduce a new course which lengthens the curriculum by extending its standard downward should be prohibited from doing so. 2) Emphasis should be laid on the completion of prerequisite courses of any graduate student who wishes to enter the advanced school of librarianship. For example, a graduate student in the school of history, specializing in the movements of the Renaissance and the Reformation, must

have the prerequisite courses of ancient, mediaeval and modern history. Therefore, a graduate student in an advanced library school wishing to specialize in incunabula cataloging must have a thorough knowledge of general cataloging as a prerequisite.

The curriculum of an advanced school of librarianship should have the distinctive feature of high standard of quality in the courses offered. It is simply preposterous to have a curriculum which composes a set of high-sounding, conglomerate courses, but in quality does not differ very much from the courses offered by the existing library schools and academic subjects of undergraduate standing. We want to have an advanced school of librarianship with the high ideals of raising our professional standard comparable to those of other professions, with the consequence that we may be able to give better service to society.

Second, technical skill. Many think that men and women with first class mental calibre and ambition refuse to enter the library profession because, in the first place, many courses in the curricula of the existing library schools have the features of a trade school, and in the second place, the library work is chiefly of clerical nature. I do not believe this is so serious an obstacle as to deter ambitious young persons from joining the library profession. We all know that every profession demands technical skill. For instance, in medicine, a skilled surgeon knows how to place a bandage when the interne or the nurse is not around. When and how the teaching of technical skill should be introduced in the curriculum of a professional school is the keynote of the question.

The length of its time, the content of its subject-matter and the method of its teaching vary in various professional schools. For instance, law, medicine and engineering give the students competent instruction in professional subjects and some teaching of technical skill in schools but leave them to acquire the thorough technical skill in an office, a hospital or a shop under the guidance and instruction

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of a master. In other professions as teaching, agriculture and social work, the graduates of those professional schools must make good the first day on the job. In my opinion, the library profession is similar to those of teaching, agriculture and social work. Every library that employs a library school graduate expects that he or she possesses specialized knowledge as well as technical skill. Under such conditions, the curriculum of a library school has not to provide the students with the art of walking, because as soon as they graduate, every employer expects that they can move about freely on their own feet on the job. So the advanced school of librarianship is brought face to face with the real question of acquisition of technical skill in its curriculum. When and how can it best be administered? In other words, the curriculum should provide the instruction of technical skill on the professional plane. As to its importance in library work, Dr Anderson wisely remarked in his address on Training for library service, delivered before the Pennsylvania library club at Atlantic City, "A reasonable amount of this routine or drudgery is wholesome in that it compels the professional man to keep his feet on the earth and not become enveloped in clouds of theory."²

Third, high ideals. I am not going to take more of your time on this topic, "high ideals," in the making of a curriculum, not because it is less important than the other two principles, but both the existing library schools and the librarians have fully exemplified their spirit of altruistic service. In the art of teaching there are two essentials, i. e., giving inspiration to individual creative thinking and inducing the students to open their minds to learn during the rest of their lives.

From the above outlined principles and their applications in the making of a curriculum for an advanced school of librarianship, it follows that it is comparatively better, in my opinion, that a curriculum be arranged to fit students for definite types of service. Nevertheless, this statement cannot be regarded as conclusive without hearing the opinions about individual research in specialized fields and the adjustable proportion of a curriculum of library subjects as major, and other academic subjects as minor, in the advanced school of librarianship.

¹Russell, James Earl, *Trend in American education*, N. Y. Am. Bk. co., '22, p. 223-237.

²Anderson, E. H. *Training for library service*. *Lib. Jour.*, v. 49, May 15, '24, p. 462-466.

Recent Books of Biography¹

Mrs W. R. Davidson, trustee, Public library, Evansville, Ind.

"Sir," said Dr Johnson, "the biographical side of literature is what I like the best." And the publishers of 1924 must surely have thought that there were many like him, for in the non-fiction output of this past year books of a biographical nature take the lead.

We are told that the law of supply and demand holds as true in literature as it does in the food markets of the world. So we ask, "Why this demand for biography?" Biography deals directly

with life. If there is any place where one can really find out what life is, it is in the records of lives that have actually moved the world. There is an inexhaustible charm in the fact that all men are alike—"The colonel's lady and Judy O'Grady are sisters under their skins." And we are touched and helped by this likeness of ours to others. We are equally fascinated by the fact that all men are different. William James said, "There is very little difference between individuals, but the little there is is very important." It is this little difference there is that makes the difference and moves the world.

¹Read at joint conference of Indiana library trustees association and Indiana library association, Indianapolis, November, 1924.

This is the lure and the fascination of biography.

The biography of 1924 emerges as a long, long processional. One feels like Dante recognizing souls in the shadowy realms. There are at least three unhappy queens—Cleopatra, Anne Boleyn, and Marie Antoinette. Christopher Columbus, in company with other adventurers and explorers, comes bringing his diaries. Many men and women of letters are in this processional, Shelley, Byron, Keats, Thackeray and his daughter, Jane Welsh Carlyle, Tolstoi, that elusive New Engander, Emily Dickinson, Stevenson, Burroughs and our Mid-west Mark Twain. Among the fighters, rulers and men of affairs come Napoleon, Roosevelt, Poincaire and Wilson. There are scores and scores of actors, singers, artists and editors, and not least of all, that lovely soul, Margaret Ethel MacDonald.

Somewhere the other day I read this sentence—"You can't meet Socrates, and Joan of Arc, and Lincoln, and Michael Angelo around the corner when you go out, but you can always meet them on your shelf of biography." We can only ask a few from this processional to stay with us on the biography shelf, and 1924 presents half a dozen Wilsons and ten Napoleons!

First, Cleopatra shall stay with me—a Cleopatra presented by Arthur Weigall, a noted Egyptologist and a distinguished historian, who has given years to research in her behalf. This is the last and probably the final word. She stands stripped of all unfriendly traditions and the myths that veil historical characters, a pure Macedonian Greek, another Helen, with not one drop of Egyptian blood in her veins. This book is a study in the origin of the Roman empire, and the basic thought is the influence of Cleopatra upon that origin. Cleopatra was a young, unmarried girl when Julius Caesar came to her shores, and he was an elderly man who had ruined the wives and daughters of an astounding number of his friends. As the true wife of Julius Caesar, beautiful, clever, cruel, regal and passionate, her one ambition was to save the throne

of Egypt for their son, Caesaron. It was for this that she married Marc Anthony. She is a heroine in a Greek tragedy. She fought bravely all her short life and died "befitting the descendant of so many kings."

The Life and times of Cleopatra. New and revised edition. Arthur Weigall, G. P. Putnam's Sons. \$5.

Barrett Wendall, whose letters, just published, will be of interest to every Harvard man, was always speaking of "glittering generalities." This evidently is the place for some of them.

Recent biography is written in quite a different style from that of a decade or so ago. Very few have foot-notes. The method of treatment is such that the critics almost invariably speak of the biographies as if they were painted portraits. For instance, Cleopatra is described as "painted broader," "with much color," "with more virile strokes." And Ariel, which I will mention next, as "lightly and delicately touched in." Then, too, it is interesting to note that so many of the best things offered this year are new and revised editions of things published before, a fulfilling of the law of supply and demand again.

And there surely is a place on my shelf for Ariel, *The life of Shelley*, written by a Frenchman, André Maurois. This is a true biography, written with all the art of the novelist. When it appeared in France, it was compared favorably with Lytton Strachey's *Queen Victoria*. But this is more delicately, more exquisitely done. Ariel is the life story of one of the most fascinating spirits that ever appeared in this troubled world. It is the story of a man whose whole life was like that of a child in an uneven encounter with the world. It is another Greek tragedy. The many women whom he loved, and who loved him, his devotion to his friends, his childish acts, and the predicaments in which this reckless, fascinating human being finds himself—all prove the saying that truth is stranger than fiction.

Ariel has been called a satire on Shelley's environment, for while in it "our

darling is spared, every one else is thrown to the lions." It is a book which reaches the heights of the new-fashioned biography.

Ariel. The Life of Shelley. André Maurois. Translated by Ella D'Arcy. D. Appleton & Co., \$2.50.

And beside my Ariel I shall place another book, "Shelley, The man and the poet," by Clutton-Brock. This is one of those books that first appeared some 15 years ago, and now comes to us in a new and revised edition. In this book, there is an even stream of narrative and criticism, free from unjust censure and sentimental bias. As narrative, after the Ariel, it is interesting as a verification of the incidents there. It traces the development of Shelley's mind and the progress of his genius. The author sees him as a very human person, full of character, energy and charm, interesting because of his very imperfections.

There is much literary criticism in this book, too, even and deep. But the fact that is brought out most clearly is that Shelley believed his will to be omnipotent over his own nature, and saw no reason why it should not be omnipotent over the outside world.

Shelley, The Man and the poet. A. Clutton-Brock. E. P. Dutton & Co. New and revised edition.

In the biographical material this year, there are many, many volumes of letters, some of them so fascinating it is very hard to choose. There are two that pertain to Roosevelt: the Letters of Archie Butt, and the Letters of Roosevelt to his older sister, Anna Roosevelt Cowles. These are interesting, both of them, but as they add nothing new, and only deepen the impression of the personality we already have, I shall pass them by.

But there are two or three I must have, and one of these is Thackeray and his daughter. The volume consists of selections from family journals and letters made by Thackeray's granddaughter. Some of the material I recognize as having been used before in the Biographical edition of Thackeray. But as additional illumination upon a familiar and beloved portrait, this is, I think, of value to all

Thackeray lovers. In these intimate letters, many of them amusingly illustrated, written to his infant daughters and to his mother, he stands head and shoulders erect, without a whimper, under frightful expense, and under the weight of an appalling domestic tragedy that would have crushed completely the spirit of many another man.

The latter half of the book deals with the literary life and letters of Thackeray's daughter, Lady Ritchie, a writer of no mean ability. Through the pages move scores of the literary figures of the Victorian period—Browning, Tennyson, Ruskin, Darwin, and "dear old Mr Carlyle. The "golden age," she calls it.

Thackeray and his daughter, Hester Thackeray Ritchie. Harper & Bros. \$5.

Forty years ago, Froude published 330 of Mrs Thomas Carlyle's letters and then, after an interval of a few years, 268 more. These collections established Jane Welsh Carlyle as having extraordinary merit as a letter writer, although it is to be regretted that by her vivid descriptions of the unhappy domestic relations of herself and husband, she gave to the world what has been considered the greatest scandal in literature.

Now come 220 more letters edited by Huxley. These are to her two nieces, Helen and "Babbie" Welsh, to whom she bares her soul. Intensely intimate and personal, even if they are filled with her troubles, her tiresome visitors, her eternal headaches, or the type of woman Carlyle should have married, they are altogether delightful. Written at white heat, evidently as the impulse seized her, on whatever scrap of paper was at hand, these letters give evidence that she had all the makings of a great novelist. But though one may delight in the brilliant cleverness, wit and genius in these letters, there is still a feeling, a suspicion, that the author was a difficult and disagreeable character. Carlyle may not have been the only one it was impossible to live with.

Jane Welsh Carlyle. Letters to her family, 1839-1863. Edited by Leonard Huxley, LL.D. Doubleday, Page & Co. \$5.

In his London Letter in the *Saturday Review* a week or so ago, Christopher Morley quotes an Englishman of letters, H. M. Tomlinson, as saying, "My God, you've had Whitman, and Melville, and Thoreau, and Emily Dickinson! What more do you want?" Of Emily Dickinson herself, Conrad Aiken recently said: "A poet who rivals any American poet in importance, and is unquestionably the finest woman poet who has used the English language." Of her power to interpret her thought in words, Gamaliel Bradford said—It is "such as no American writer except Emerson, and few writers in any literature, has commanded."

After these tributes we surely want the Life and letters of Emily Dickinson, edited by her niece, her only living relative. Martha Dickinson Bianchi has prefixed to the letters, placed in sequence, a biographical study which places this shy, strange, elusive personality in her setting of a cultured home in a New England college town. If for nothing else, I would want this book for the description of that home and the life of that day. But it is Emily herself in whom we are most interested. This shy recluse, this paradox, always in white, flitting among her flowers, outwardly a type that Mary E. Wilkins might have used in one of her New England stories, but within, as Bradford says, "a subtle, glittering, iridescent, evasive spirit which puzzles and perplexes and fascinates the more one studies it."

Emily Dickinson loved seclusion, like many other New England natures, only in a greater degree. With her, I think, it was that she might live apart in the kingdom of the mind. Her letters are unique, and show her rare genius. In them, her prose is like poetry. "The joy of mere words to Aunt Emily was like red and yellow balls to the juggler."

Life and letters of Emily Dickinson, by her niece, Martha Dickinson Bianchi. Houghton, Mifflin Co. \$4.

I regret that there is not room on my shelf for Marie Antoinette by Hilaire Belloc, for in his pages there lives a real queen. But this book is not new. It first appeared in this country some 15 years ago from another publishing house. And as to the scores of actors, singers,

and dealers in stage craft who have indulged this year in reminiscences and autobiography, I will pass them all by. Many of their stories have appeared in serial form in our magazines and papers, and there is too much ego, too much "highly-spiced gossip," and too great enumeration of distinguished acquaintances in most of them.

This is another glittering generality. But my biography shelf, alas, is not a five-foot one—and there are so many good things, and such a wee bit of room left! Can I afford to omit a Wilson? Which shall it be—the Woodrow Wilson by William Allen White, or the True story of Woodrow Wilson by David Lawrence? There have appeared already many lives of Wilson, and there are going to be many more. The last word has not yet been spoken. As the True story by Lawrence is considered one of the most unbiased yet written and costs one-half the former, I shall take that.

Room for just one more.

Here in this section of the country it will have to be the Autobiography of Mark Twain, and this, too, in face of the fact that to those familiar with the remarkably fine life of Twain by Albert Bigelow Paine in 1912, it is a disappointment. This is the autobiography over which Mark Twain was busy for a long period of years, with the stipulation that it should not be published until long after his death. "I am speaking from the grave," he said in his foreword. But it is evident that Mr Paine was permitted to draw copiously from these records, and our disappointment is due to the fact that on account of this, in the autobiography, there is not much that is new. The bulk of this book was dictated in the last months of Twain's life. Regardless of chronological order, it is a pouring forth of recollection as the spirit moved him. But the two volumes are valuable and indispensable, if one hasn't the Paine. In them we find some of Mark Twain's most beautiful prose and irresistible stories.

There is not another inch left on my shelf.

The Autobiography of Mark Twain. Harper & Bros. 2v. \$10.

In the Letter Box

One of the Causes of Success

Editor, PUBLIC LIBRARIES:

I am having a grand time in _____. This is a fine staff and we all work fast and furiously and have a lot of fun doing it because we like our jobs and are crazy about Miss _____ and helping her give this old town the kind of service it ought to have.

Children's librarian

Who Has the Records?

Editor, PUBLIC LIBRARIES:

Permit me to make inquiries through your columns for the location of the New Jersey School Library scrap book.

It was loaned two or three years ago to someone and all trace of it has been lost. We would appreciate very much any help that will find it. Any information as to its whereabouts may be sent direct to me.

LAURA L. FAUS, president
New Jersey school librarians

Atlantic City, N. J.

A Disappointing Set of Books

Editor, PUBLIC LIBRARIES:

Perhaps it might be well to include the following letter in the next issue of PUBLIC LIBRARIES. I should like to use it in the *Quarterly* but there will be no other issue until March.

An Iowa librarian writes:

If you are attending the meetings in Chicago, I wish you would warn library commission members who are there about a set of encyclopedias that is being dumped on libraries supposedly as gifts. The method of working is as follows:

Two weeks ago, a smooth talker from the Perpetual Encyclopedia Corporation, 104 South Michigan Avenue, Chicago, came to the library and gave a great talk about putting this set of *new* encyclopedias in libraries free for advertising purposes.

The libraries are to contract to pay for two year books and special bibliographic services for 10 years at \$59.50 or \$69.50, according to the set given. They claim that they are giving the set, for when it is sold to the public the price is \$120.

When the set came, it was found to be the old Home and school reference set under another name and, upon comparison with the old edition of that set, there is scarcely a revision over 1912. There are the volumes of study guides, absolutely worthless. Some libraries have paid for them. We have not and I have returned the set. They call the set the "Source book" and it is now selling for \$10 more than it did two years ago, and then service for five years was given free. This is now represented as worth \$120 for 10 years.

JULIA A. ROBINSON
Executive secretary

Iowa library commission

Duplication of Material

The Children of ancient Greece, by Louise Lamprey, published by Little Brown & Company, announced in various lists as a new book, is in reality Lamprey's Childhood of ancient Greece, with a new cover. The text and illustrations are identical in both books.

Again, Lamprey's Children of ancient Britain is identical in contents with the earlier title, Long-ago people, with the exception of two pages of bibliography and a page of notes in the Long-ago people. This is also published by Little Brown & Company.

LINN JONES
Head of Children's department
Des Moines, Ia.

For Free Distribution

A few sets of Final reports of the Minnesota geological and natural history survey will be sent free to those libraries with geological collections, which are willing to pay transportation. The set consists of five large folio volumes, bound in cloth, profusely illustrated. V. 6, o. p., is only a collection of maps included in V. 1-6. Address, Librarian, University of Minnesota, Minneapolis.

Books Wanted

The Central Catholic library, Dublin, Ireland, would be glad to receive as gifts any and all American Catholic books but the following are a few of those particularly desired:

Books dealing with American Catholic activities, whether intellectual, social or religious; books dealing with American history, religious and general, from a Catholic standpoint; books about the Irish in America; books published by American firms, namely, Benziger Bros., Joseph Wagner and P. J. Kenedy.

Appreciation

Editor, PUBLIC LIBRARIES:

Let me express my appreciation of the editorial in your January number on Local value of the Library survey. You have hit a number of nails squarely on the head. I especially like your suggestion of creating an interest in the Survey in the members of library boards, and the suggestion of discussion of the questionnaire in staff meetings. I believe this latter policy is being very generally followed in the larger libraries, and I know of several institutions in which excellent results have been obtained in this way. In the smaller libraries as well as in the larger, I believe it is desirable that every member of the staff, and every member of the board, should be familiar with at least the general scope of the questionnaire, the general purpose of the Survey, and the knowledge of local conditions and needs which is brought out by the answering of the questions.

Your suggestion of local publicity following such studies reveals excellent possibilities for getting good publicity at home for the work of the individual library, and also publicity of a nature that will help to create more general interest in the results of the entire Survey when published. As it is desirable that the published reports should be received with interest by board members no less than by librarians, and by as many of the general public as are really interested in library service, the more of such advance publicity we can have the better it will be.

It would also be interesting, as you suggest, if individual libraries will send to PUBLIC LIBRARIES brief statements of conclusions that have been drawn and changes that may have been made as a result of the work on the questionnaire.

Such communications would be of value to us in studying and summarizing the information that has been sent us.

Thank you for calling attention to these things, and for letting me express my agreement with your suggestions.

C. SEYMOUR THOMPSON
Director

A. L. A. library survey

The Great Questionnaire

Having just returned our copy of the questionnaire filled in as fully as I and all the members of the staff could do it after careful consideration and discussion, I want now to extend to the committee my deep appreciation of the great task performed. I wish also to offer my admiration to any group of persons who in the brief span of a life time could think of so many questions on so simple and so self-evident a process as library organization and service.

Quite beyond my appreciation of the herculean task performed in the creation of the questionnaire and my admiration for the inquisitiveness of those who formulated the questions, I would, if I could, extend even greater appreciation and admiration and vast unlimited sympathy for the unfortunate creature whose problem it will become to compile, sift, organize and interpret the mass of inconsequential stuff that shall come in reply to the myriad questions asked.

We all recognize, of course, in any investigation the first and most essential step is a fact-finding process through some representative agency of the body for which the investigation is to be made. Fact-finding is the end and purpose of the questionnaire in its inception, its processes and its interpretation. None so happy as those of us who were not called to do this work.

All recognize the value of fact-finding as the first step after determining what facts must be found. We cannot, however, conceal from ourselves that there are in every instance two sets of facts: essential (those that set forth the vital nature of the problem) and the non-essential (facts which, while interesting,

are of little or no value as to the nature of the problem).

Whether these 185 pages include only the essential or whether many of these could have been omitted without any appreciable loss of information upon the organization, operation, or service of libraries, no one will ever know. We cannot, however, prevent our speculations upon that question. It might have been worse if there had been more of it.

I find myself inclined to wonder what impression such a list of questions would produce upon the minds of a group of capable business men who are able to take a comprehensive view of large problems. I have a notion that their conclusion would be that if this great profession of librarianship rests upon such a multiplicity of petty details, it is not surprising that campaigns of recruiting are necessary—why most men in the profession are women and why high-school preparation admits to library schools. Many of these questions do not appear very significant—on the contrary, quite trivial for a group of people who are setting for themselves the vast and significant task of educating the adult population, and Quixote-like, planning to solve the world's problems.

Not having associated with great business men and not knowing their mental grasp, I cannot of course be sure of the view they might take. I am just questioning as an innocent bystander—the fellow who always gets hurt. Having been a teacher and a librarian all my life, I have not had the advantage of comprehensive views of great questions by great men.

How the aspect of the profession as viewed from this almost interminable list of petty details will appear in comparison with that most worth-while book that I know on libraries, The public library and the diffusion of knowledge, by Mr Learned, may be worth careful consideration. I am sure the committee could have asked more and other questions.

As a final arbiter in all library matters where these questions have omitted vital things, we should have had provided a "Lady from Philadelphia," who, as in the

"Peterkin papers," could be consulted on great issues. But it seems an extravagance to spend a hard earned fortune generously given for all this.

W. E. HENRY
Librarian

University of Washington
Seattle

What Does a Book Cost?

In answering the questionnaire of the A. L. A., I find that the original cost of a book is the smallest consideration about it and that if a book has only a fleeting popularity and will not be read after the fad for it is passed, it is an expensive purchase because cataloging, binding, storage and other incidental costs are tremendous.

With few exceptions, best sellers can not be freely purchased in public libraries. Books like Creative chemistry are interesting and because of the knowledge they give, in this particular case, of fundamentals of chemistry, in an interesting way, are duplicated freely. But even in such a case, books of this type are apt to be out of date, as chemists are making new discoveries by rapid strides in the scientific field.

INQUIRER

Louvain University Library

The report of the National committee of the United States for the restoration of the University of Louvain library is most encouraging. The fund is growing.

Referring to the letters in regard to it from PUBLIC LIBRARIES, the New York office says:

Our committee has been much encouraged by the generous assistance given by librarians and libraries throughout the country, no small part of which has undoubtedly been due to your aid. The American Library Association of Chicago has sent us over \$1200. A partial list of the contributions from other libraries totals nearly \$4000. You will be interested to know that the total of contributions to date is over \$509,000 and that we have made available for the construction and equipment of the new library building at Louvain over frs. 7,400,000, which has been remitted at varying rates of exchange during the past five years.

HENRY S. HASKELL
Secretary

Monthly—Except August
and September

Public Libraries

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M. E. Ahern, Editor

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Contributions for current numbers of *PUBLIC LIBRARIES* should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

The Midwinter Meeting

IT was quite like a piece of the annual meeting. There was a crowd present. There was much seemingly important conference carried on in separate corners and rooms. There was the seemingly happy social chatting on the side, only on the sofas and easy chairs in corridors and foyer rather than on piazza—it was cold weather and besides the Sherman House has no piazza. It had the slowest dining room service, however, that one could imagine.

The discussion anent the school for advanced librarianship (or is it advanced school for librarianship?) brought out very clearly by statements on the part of some advanced librarians that there is a need for something to accelerate advance in the ideas and ideals which they presented. The summing up of what the committee investigating the subject has in mind and the fine optimism of a few of the inspiring younger speakers left the impression in one person's mind at least that there is a field for such a school, different in kind in many particulars from the prevailing type of school, fine as most of them are.

Adult education took its toll of time and attention and revealed itself as one of the many ideals which sincere librarianship has long held though often muffled in general understanding but which is being brought out now by the thorough investigation and free expression that is being developed at present.

One who listened through the general meetings might be struck with a new note in the tone of the discussions. It might seem that, if at any place, speakers in a conference of librarians, the representatives of institutions of learning, would appear as high types of their craft. But on more than one occasion, speakers whose positions at least call for some dignity, some *savoir faire*, some select choice of manner and speech, might have been taken for the free and easy speakers that are sometimes called together to boom, say a new Moose hall. There were at times also frequent recitals of the multiplication table, so to speak, when a Euclidean proposition was due.

The many other meetings which are being increasingly held at the time of the Midwinter council meeting are beginning

to give the atmosphere of whirl and hurry which the general A. L. A. meeting gives. An attendance of more than 400 raises the question whether the original intent of holding a mid-year meeting of the Council is not being lost, submerged in the increasing number of simultaneous events. The original intention was to have a Council meeting free from demands on its members by any other business than Council matters, such as seems impossible to hold at the regular annual convention. Increasingly one and another member of the Council are not present at a midwinter session because he has gone or is just going to attend a meeting held somewhere else by another group.

The Midwinter meeting was to do away with all this—and also with the ministrations of the American Library Institute! It hasn't done either very effectively.

There is an A. L. A. membership of nearly, if not quite, 6000. In this large number, wouldn't it be possible to find a sufficient number of persons intelligent enough to serve on committees without duplication of persons over and over, year after year, as committee members? It would seem so! That might obviate absences somewhat.

It might, perhaps, be thought unseemly to criticise a visiting company and this is not so intended, but is there not need for a bit of adjustment somewhere, thus avoiding consequent loss of power? More preparation by previous study of just a few things by one person might give them their real place in so important an occasion.

In the multitude of councillors there is wisdom, but if the councillors are of different patterns, of different sizes and different manners, will wisdom linger?

Who Shall Vote on Special Questions?

ONE of the questions that came up for consideration by the A. L. A. council at the Midwinter meeting was that of forming the group of library training class instructors into a section of the A. L. A. There was quite a difference of opinion as to the wisdom of multiplying machinery within the association but the idea was fortunate in being presented by one whose services to the A. L. A. gives unusual weight to any proposal he offers and, at the same time, the petition had the required number of names attached to bring it properly before the association.

The point to be commented on here was brought out by one who probably has done equally effective work with any

training class instructor in the country, to the effect that many of the names attached to the petition were librarians who had no library training class in their libraries and except for granting a personal request, could not have any interest in the organization of a training class section.

Here is a point which might be more strictly interpreted in regard to many other matters as well as this particular one. The supporters' relation to the question under consideration and to the right to vote on such question ought to be more definitely set out. It is sometimes hard to refuse a personal request for one's support in a matter that is purely one of judgment, but the matter

at issue, if of sufficient value to take up attention at all, ought to be safeguarded by action only on the part of those who are vitally interested.

It seemed to an outsider that the position taken by Miss Rathbone was admirable. She said that it hardly seemed good organization to have an A. L. A. training section, presumably devoted to training in all its phases, and then have a particular section devoted to training classes—that a roundtable of actual training class instructors might come together and discuss concrete problems, and then all come together in the A. L. A. train-

ing section to discuss broader questions of training that concern all libraries.

Miss Whitcomb, Chicago, suggested that it might be well to wait to see if the Board of education for librarianship would not take care of all questions that particularly pertain to training class work outside of professional training, in its work on library training. This is sound doctrine.

There is room for wise deliberation both as to sufficient time for consideration and as to the power authorized to deal with such questions as these. A good thing can afford to wait.

Raison d'être of Libraries

IN reading reports of various library meetings, one finds occasionally a note of something akin to the "spirit of uplift" used by those who publicly engage in what is popularly known as social service. This notion of library work is apt to be found, when it exists, in reports of efforts making more easily available material in the library or of leading to extension of acquaintance with printed material on the part of new users of the library. An analysis of that sort of attitude will show the fallacy of the idea that prompts it.

A library exists only on the hypothesis that it is an educational institution, that its support can be justified by the excellence of its work and the excellence with which it performs it, that the librarian is in charge and administers its work because the owner, being engaged in a calling more or less demanding his full attention, needs someone to make ready for him the information that he needs when he needs it, to search out and present the hidden material that will aid him in his

use of the printed page for any legitimate purpose he may have. If a library does this through its staff or any member of it, it does well what it is intended to perform, as it might say, for this purpose came I into existence.

Right and proper it is that the library should share with others the results of its investigations, its inventions and the story of its accomplishments, but to say to the public, as is done sometimes in effect, "I am a missionary to the heathen," is to dispel any power for helpfulness that is not specifically and persistently sought by those who know.

A note from H. H. B. Meyer, president of the A. L. A., commends the educational posters originated and distributed by the National Child Welfare Association, Inc., 70 Fifth Avenue, New York, as suitable for use in libraries and elsewhere. Their purpose is to educate children themselves in all matters relating to their own welfare and librarians may help in this by displaying these posters on bulletin boards and in children's rooms.

Correcting Unjust Record in Encyclopedia Britannica

When the new edition of the Encyclopedia Britannica appeared several years ago (*See P. L. 27:479*), attention was called to the misrepresentation concerning the esteem in which the work of Newton D. Baker as U. S. secretary of war was held by the American people, and a very vigorous and instant protest was sent to the publishers against anything so unfair and prejudiced. In a later edition, the matter was revised and yet done so poorly as to be quite unsatisfactory to Mr Baker's friends.

Following first publication of the material concerning Mr Baker's service, Gen. Peyton C. March, war-time chief of staff, carried a protest to the editor-in-chief of the Britannica in London, and in America a group of the Britannica's editorial contributors, including E. M. Hopkins, Dartmouth, Dr Irving Fisher, Yale, and Guy Stanton Ford, Minnesota, assailed the article.

Feeling very acutely the injustice of what had been done to Mr Baker in the post-bellum volumes of the Britannica, a testimonial sponsored by prominent statesmen, clergymen, financiers, soldiers, etc., was prepared and sent to Mr Baker on Christmas day, 1924. This was accompanied by a morocco-bound volume containing a country-wide compilation of letters and editorials controverting the inaccurate biographical sketch of Mr Baker published in the Britannica. Among the signers of the testimonial were L. P. Ayers, Cleveland; Gen. Tasker H. Bliss, Washington; Raymond B. Fosdick, New York; Stanley King, Boston; Walter Lippman, New York; George Foster Peabody, New York; Julius Rosenwald, Chicago; John D. Ryan, New York; Frank A. Scott, Cleveland; Stephen A. Wise, New York, and Owen D. Young, New York.

Among the hundreds of testimonials bound into the volume are those from the following: Gen. John J. Pershing, Gen. Hugh Scott, Gen. Frank Hines, Dr Harry A. Garfield, John H. Clarke, former associate justice of the U. S. Supreme court, Daniel Willard, Frederick P.

Keppel, Col. Leonard P. Ayers, John R. Mott, Richard T. Ely, Dr Harry Pratt Judson, U. S. Senator James W. Wadsworth, Gertrude B. Lane, W. H. P. Faunce, Dr John M. Glenn, Frederick Palmer, Admiral W. S. Sims, Bishop Charles H. Brent and the late Samuel Gompers.

A Generous Proposal

A bill has been introduced in the U. S. House of Representatives providing for an auditorium for chamber music in the Library of Congress. This is based on a letter from the librarian of Congress, Dr Herbert Putnam, transmitting an offer made by Mrs Elizabeth Sprague Coolidge to give the library the sum of \$60,000 for the construction and equipment, in connection with the library, of an auditorium planned for and dedicated to the performance of chamber music.

The need of such an auditorium, a small hall seating about 600 persons, has been felt for some time. The space for it, preferably in the northwest courtyard, adjacent to the music division, is available. Should Congress accept the offer of Mrs Coolidge, it is her intention to provide a coincident gift, a provision for the utilization of the resources of the music division and the extension of its service in the interest of music and appreciation of it.

A Good Educational Tool

The *Journal of the National Education Association* is remarkable for many things but for nothing more than for the zeal and continuity it displays in its purpose of gathering and holding the attention of the membership of the organization. The best of professional ideas that are set forth in America find place in the *Journal's* pages. News of achievements of workers in educational organizations grip the attention in every number. No bit of anything that may be classed as educational escapes the attention of the vigilant editorial staff. Of course, with Joy E. Morgan at the wheel, libraries come in for a fair presentation of their work and aims.

The issue of the *Journal* for January starts out in what, if possible, is a larger swing, fitting the new year, and a more or less careful perusal of it gives two feelings to busy editors—one, a sort of secret wish to emulate the *Journal's* endeavors, and the other, satisfaction that such a clear visioned doctrine is going out into the educational world. It all helps.

A few choice bits in the January *Journal* follow:

In the long run, one gets what he pays for, whether he is buying shoes or teaching services.—*Research Bulletin of the National Education Association*.

The three things for which the pupils honor the school most are the education given, the character development, and the friendships made.—C. O. Davis, *secretary, Commission on secondary schools, North Central association of colleges and secondary schools*.

The World federation of education associations seeks to promote international understanding and to bring the people of the earth together on the common ground of education in a greater bond of brotherhood to the end that justice and good will may prevail.—Dr Augustus O. Thomas, *president*.

Those who are privileged to teach prospective teachers in our normal schools and teachers' colleges can make sure that their influence will continue when these *prospective* teachers have become *actual* teachers, by initiating them well into the spirit and work of professional organizations.—Joy E. Morgan, *managing editor, Journal of the N. E. A.*

We want teachers of superior innate ability, trained, cultured, traveled, full of initiative and self-respect, with a broad outlook and understanding of life so they may interpret life correctly for our boys and girls. We can have such teachers when we are willing to pay for them.—Margaret M. Allucker, *assistant director, Division of research, N. E. A.*

An Arab Proverb

Men Are Four

The man who knows not that he knows not aught—

He is a fool; no light shall ever reach him. Who knows he knows not, and would fain be taught—

He is but simple; take thou him and teach him.

But whoso, knowing, knows not that he knows—

He is asleep; go thou to him and wake him. The truly wise both knows, and knows he knows—

Cleave thou to him, and nevermore forsake him.

—*The Spectator*

As It Was in the Beginning¹

Among the notables in the modern library movement of 50 years ago, a few still remain in the land of the living and in this brief list is the name of Melvil Dewey. The youngest of the 1876 group of leaders, graduated from Amherst college in 1874, he took a place in the front rank, and the success of the movement and the present status of American libraries is due more to his energy and enthusiasm than to any other person.

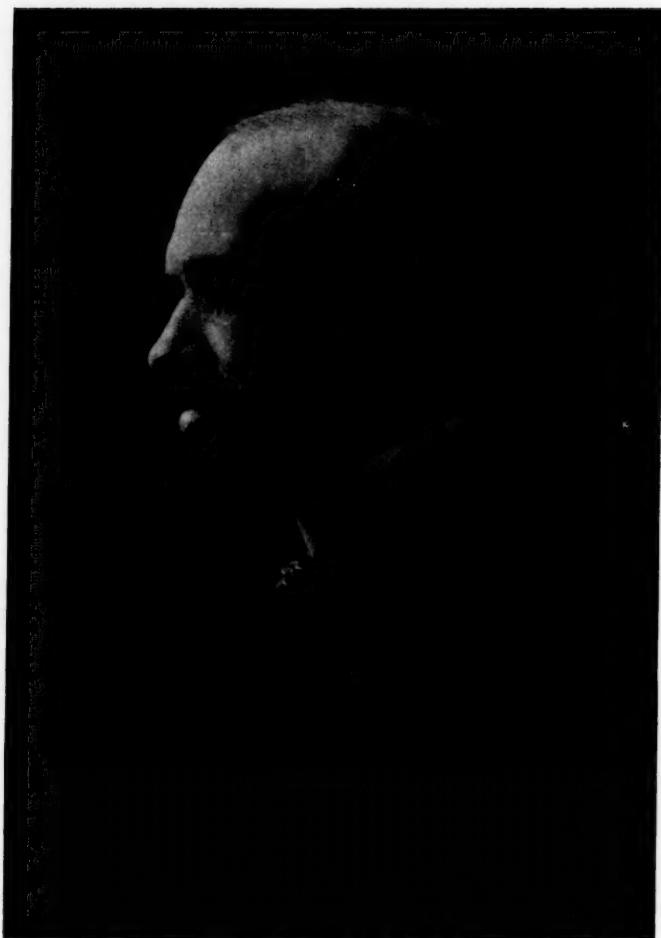
Mr Dewey decided that his life work was for the promotion of education in the broadest sense, all those things which improve the methods of work, saving time or energy, and he has been an enthusiastic advocate of whatever he considered led in this direction. The metric system, popular shorthand, spelling reform, education, libraries and business methods, have all been part of his work and he has held a prominent place in each of these movements. His name, however, is most closely associated with the library movement, and this is what is chiefly interesting to the readers of PUBLIC LIBRARIES, but it must not be forgotten that it is only a part of his life work.

The period in which he began his work was in many ways favorable. The Civil war, westward expansion and transcontinental railroads, the increase of wealth, the results of the Franco-German war of 1870 and the great increase of American students in German universities, with the resultant intellectual outlook which they brought back to America, all these, with the powerful impetus given to art, industry and education by the Centennial exhibition at Philadelphia in 1876, made the time ripe for the development and expansion of American libraries.

Into this environment came a young man equipped with enthusiasm, with a power of leadership, with a vision of the future, with the ability to make others see

¹The sketches which have been given the past several months have been, with one exception, of those whose life work is finished on earth. They have not been given in any order of precedence but largely as it has been possible to collect the material making up the story presented.

A departure from this rule will be made in the coming year and sketches of some who, happily, are still living, will be given.—*Editor of P. L.*



Melvil Dewey, 1851—

and to stir them to action for the desired end. In the almost stagnant library world where, since the famous convention at New York in 1853, there had been no concerted action and each library had followed its own way with little thought of the work of others, Melvil Dewey projected methods of united action. The mechanical side, which was so essential a prerequisite for progress, brought into the movement the Library Bureau, the forerunner of many other

similar enterprises. The card catalog, which was said to have been the great idea of the previous convention but which had largely lain dormant, was vivified and the uniform cards of standard size gradually adopted till they have spread over the whole land, not only in libraries but in the business world, and have encircled the globe. This single thing has had far-reaching results, for without it we could not have had the wonderful organization of the L. C. printed cards nor the similar

cards issued by other countries, the *Concilium Bibliographicum* at Zurich, and other scientific and business agencies. The whole field of library technique might be passed in review in the same way—model accession books, card catalog cases, shelving, lending systems, records, etc.

But the union of people was needed, even more than the unity of methods, and to this end the convention of librarians was called to meet at Philadelphia in 1876, and there the A. L. A. was born. Mr Dewey was the chief organizing force. When the members gathered there in response to the enthusiastic call sent out by Mr Dewey, many of them had no personal acquaintance with each other and they expected to see in the personally unknown Melvil Dewey a man well advanced in years, perhaps with gray hair. Instead they saw the youthful enthusiast who so pervaded the meeting that many of the elders present at least wondered!

It is difficult now after nearly 50 years of A. L. A. to realize the conditions at that time. A few names were somewhat known, e. g., Winsor, Poole and Cutter, but most had no standing outside their own immediate circle of acquaintances. Mr Dewey was named as secretary at this first meeting and retained this office for 14 years. His office was the center of the association. From it emanated most of the new ideas and to it came the enquiries from all sections of the country. The programs for the meetings were largely worked out by the little coterie in Boston of which Mr Dewey and Mr Cutter were the working members.

Even in those early days, Mr Dewey showed the elements that since have made him a leader. He was a leader, a torch-bearer, as it were, who showed the way and pointed out the destinations, who incited others to action and processes which probably he couldn't have accomplished himself, but he never stopped to parley long. He saw visions of other things to be done and other fields to occupy and the crowd always followed.

But the meeting at Philadelphia, unlike its predecessor in 1853, was the parent of similar associations elsewhere. After the

second meeting at New York in 1877, a party of American librarians journeyed across the Atlantic and participated in the first International conference of librarians in London, at which the English library association was formed. Of the 216 attendants at that conference, 16 were American representatives, including the most prominent American librarians of the time, and outnumbering the representatives of all the European countries outside of Great Britain, which could muster only 11, six of these being from France. The seed, however, was sown and though the crop was slow in growth, from these two societies have sprung a multitude of followers, and at the present time nearly every prominent European country has its library association, and the germ has spread to Canada, Australia and South Africa.

Another undertaking of hardly less importance was the *Library Journal*, started contemporaneously with the A. L. A. and edited by Mr Dewey. It was the first of the modern library periodicals, for many years was the official organ of the A. L. A., and also for a time of the L. A. U. K., the English society. Articles from the pen of Mr Dewey were abundant in the early years and all the library topics of the day were discussed by him. In the first volume, Mr Dewey, in an article on The coming catalog, advocated strongly the preparation of what has since been known as the A. L. A. catalog. The idea was warmly approved by many, was included in the program of the Coöperation committee, and in 1880, F. B. Perkins resigned his position in the Boston public library and was made editor of this new venture. His call later to the San Francisco public library interrupted the work and it was not until 1893 that the project was carried out, when the model library and catalog were a part of the A. L. A. exhibit at the Columbian exposition in Chicago. The larger part of the work on this catalog was done under the supervision of Mr Dewey at the New York state library, of which he was then the head.

The systematic organization of that catalog had an enormous effect on library

organization. It was seized upon eagerly by all kinds of libraries, studied carefully by all classes of library workers and was the one textbook that libraries and trustees used to discover the road to better work in building up or building new book collections. The library in the Liberal Arts building at Chicago was an object lesson of the most far-reaching influence, particularly in the regions starting libraries.

The Decimal classification is probably that phase of library work with which Mr Dewey's name is most closely associated. The outline of the scheme was made when he was a junior in college and the first form, as printed in 1876, was the result of continuous study and experiment. The changes during its incubation were so great as to alter materially the sections in nearly every one of the nine classes. It was remarkable that a young man, an undergraduate, should have produced a scheme now known all over the world and used in hundreds of places. Originally prepared as a three-figure scheme, with less than 1000 sections, 42 pages in all, and having only a dozen pages of tables, it has grown and developed and is still developing. The latest edition, the eleventh, fills 988 pages (551p. of tables), and with the possibility of and opportunities for several hundred thousand sub-sections. When first published in 1876 with less than 1000 sections, it was regarded as a very minute division, more than would be wanted by any library.

This classification was selected in 1895 by the International Institute of bibliography at Brussels as the most desirable classification for bibliographical work and has been very largely increased by their labors. The "common subdivisions" which they have elaborated, largely based on possibilities already latent in the Decimal classification, have made a very great extension of the number of sub-sections, and other additions made to suit European conditions and for advanced scholarly work have immensely increased its extent. It has been adopted in this form for several of the great card index systems previously noted, among them

the Dutch and Belgian national bibliographies and the zoological work of the *Concilium Bibliographicum* at Zurich, and was chosen as the classification scheme for the library of the League of Nations at Geneva.

The actual library work done by Mr Dewey deserves recognition, not simply the theoretical making of such tools for progress as have been described above, but also the influence upon the libraries with which he has been connected. He was an assistant in the Amherst College library in undergraduate days, taking really general charge of all the work during the last two years of his college life and remaining after graduation till he removed to Boston to push more effectively the various reforms in which he was interested. In the one notable year of 1876, the A. L. A., Library Bureau, and *Library Journal* were organized, the Decimal classification was published, and societies for the advancement of the metric system and spelling reform were initiated. During his tenure of office at Amherst, the plans for the reorganization of the library were made, and the actual work of reclassification was begun. It was due to the great initiative of this work that a few years after he retired, a full-time librarian was appointed.

In 1883, Mr Dewey accepted the appointment as head of the Columbia College library. A new library building had been erected but not yet finished and the books were at that time scattered in various places. Mr Dewey united them in one collection, did what could be done to make the building adapted for its enlarged purposes, gathered a staff of librarians and catalogers, recruiting the latter largely from recent graduates of Wellesley college, where he had been consulting librarian, and where he became acquainted with Miss Annie Godfrey, the librarian, who became his wife in 1878 and was a helper and sharer in all his life work. With the new building, larger staff and greatly increased use of the library, there arose the need for more books. Larger appropriations were made by the trustees, advantages were taken of favorable opportunities at the New York

book auctions, the library increased rapidly in size and began its great growth to a high place among our university libraries. In 1876, it contained in four separate libraries about 30,000 volumes; seven years later, when Mr Dewey came to Columbia, it had grown to 50,000 volumes, and in 1888 when he resigned to take up the work at Albany, it contained about 120,000 volumes. But the spirit, the need for a great library, the enlarged use of the books by faculty and students, the long hours of opening—8 a. m. to 10 p. m.—were of much more importance than the mere increase of books.

Mr Dewey's influence was felt also outside the limits of his own library and a spirit of comradeship among the librarians of the city and its neighborhood was developed. It was in his office at the library that the plans were made, in 1885, for the New York library club, the first of many similar local clubs now to be found in all parts of the United States. In the establishment of the library school at Columbia was also made the first step to admitting women to a regular share in the opportunities of the college.

This story was repeated in a different way and on a larger field in the New York state library. In 1889, it was a comparatively unknown institution, serving a very limited purpose. Previously it had been definitely divided into the two fields of the law library and the general library, with the idea that each should go its own way unmolested by the other. Though the largest of the state libraries, it was not a large library even by the standards of those times, numbering only 138,000 volumes. In 1876, 13 years earlier, it possessed 95,000 volumes; in 1905, when Mr Dewey left, the figure was 400,000.

But the great growth of the State library was only one of the results of Mr Dewey's 17 years of office at Albany. In 1890, the state library association was started, bringing all the librarians of the state into closer union, just as the New York library club had done for the libraries of New York city, and like that, it was the first of the great band of state associations which are found in so many

of our states. The system of traveling libraries was also inaugurated and thousands of books were loaned to schools and libraries all over New York. The money formerly granted for school libraries, which for years had been frittered away in paying for school supplies, was merged into an enlarged appropriation for public libraries of the state and grants were made to approved libraries for the purchase of books, subject to approval of the lists by the authorities at Albany. This was the beginning of systematic inspection of and state aid to the small public libraries. Also out of this work was developed the preparation of a yearly list of best books still prepared by the New York state library and the parent of the later ventures by other states and of the well known *Booklist* issued by the A. L. A.

The library for the blind was started in 1898, and was valuable not merely for its direct work of lending books in raised type to the blind readers of the state but it was one of the powerful influences in making available for the sightless some small portion of the wealth of literature provided for sighted readers.

One of the library projects which Mr Dewey undertook at Columbia and Albany and in many ways that which has been most fruitful of results was the establishment of the library school now known as the New York State library school. It was started during Mr Dewey's service as librarian of Columbia university, and this undertaking was one of the compelling motives which induced him to take the position at Columbia. It was continually in his thoughts from the beginning of his work there and it was only after long consideration and intensive study of the questions involved that it was finally undertaken. While not actually opposed by the other leaders of the profession, it was generally regarded by them as a chimerical undertaking, of doubtful value, and one which could not be successful. Yet Mr Dewey persevered, convinced that it was possible and necessary for library progress, and with the friendly assistance of Dr Barnard, president of Columbia, it was finally launched

in January, 1887. While many of the methods at first adopted were merely experimental, some being dropped and others so changed in later years as to be hardly recognized in their original form, the basic principles have remained, and have expanded with greater and greater expenditure of time and money. In April, 1889, after Mr Dewey had become secretary to the Board of regents of the state of New York and director of the State library, the school followed him to Albany, and from being at first tolerated, it became, during Mr Dewey's directorship, firmly established. It has proved its worth, has become known the world over, and has drawn students from Europe, China, the Philippines and Australia.

The establishment of the school in the face of opposition manifested not only actively but also by ridicule, indifference, lack of coöperation or belief on the part of those who later benefited tremendously by Mr Dewey's work, was of a piece with much that Mr Dewey has inaugurated.

It was the first attempt to really undertake such a work, but the number of similar schools founded in different parts of the country whose directors and faculty in many cases are graduates of the Albany school attest the value of the idea and its practical success. If Mr Dewey had not had the vision to see the future and the faith that the work could be carried on, this great development could not have been accomplished and much of the present library work in the United States would have been postponed for an unknown number of years.

Mr Dewey's work at Albany was not confined to libraries. He also held the superior office of secretary of the Board of regents and his influence and work in that office is a story of its own, to which we can only refer in this brief sketch. When he took office, Governor Hill had already recommended, in his annual message, the abolition of the regents, but Mr Dewey's tact and force won over the Governor to withdraw his opposition. There was continual rivalry and strife between the two departments of the regents and the superintendent of public instruc-

tion, but with the coöperation of Mr Dewey, there was brought about the unification of the two diverse agencies into the single Education department. Mr Dewey had then already resigned as secretary but the reforms which he had made and the new ideas he had introduced had a lasting effect on the work of the department. It has been said that "perhaps his most important and far reaching single contribution to educational progress was the careful revision and amplification of the laws of New York pertaining to higher education, including libraries, passed in 1892 as the University law," and this was the prototype and basis of the present education law.

Mr Dewey resigned the directorship of the State library in 1905 and has made his home for the last 20 years in the Adirondacks, giving much of his time and thought to building up Lake Placid Club, which he and Mrs Dewey founded in 1895. From a small house with rooms for only 30 people, open only a few months in the summer, it has grown to be a great establishment with members from all parts of the country and also from foreign lands. A great idea has taken concrete form in the Lake Placid Club Education foundation, to which Lake Placid Club and its activities have now been turned.

In conclusion, a summing up of some of Mr Dewey's characteristics may help to reveal the personality of the man to those who have never met him, but will be felt to be utterly inadequate by those who know him. A cordial greeting to all, with a willingness and even a desire to listen to new ideas or views opposed to his own, but with no fear of criticism or ridicule and clinging tenaciously to what he believes to be right or best. An unalterable opposition to what he thinks to be wrong or prejudicial to the best interests of the people. Readiness to sympathize with the difficulties and doubts of others, to give advice or counsel, and warm-hearted and generous where assistance can be given. A far-seeing outlook for the future and a breadth of vision which can make plans for years ahead and wait for their fulfilment, with un-

dying faith in the ultimate success of any project which he believes to be for the uplift of mankind. Never disheartened by seeming setbacks but ever ready to renew the fight till the desired end is attained. Visionary, quixotic, faddish, he will be called by many, but his abounding enthusiasm is a source of inspiration to others and his unfailing energy carries to success many things which to others seem impossible.

Many persons have been known to throw heavy verbal missiles at Mr Dewey's positions and ideas in library matters who were afterwards found occupying the identical ground which they had previously assailed. But Mr Dewey had moved on.

An article by Fred C. Kelly in the *American Magazine*, September, 1924, is a very readable presentation of many of Mr Dewey's views on topics outside library work and which have only casually been alluded to in this brief account of his library activities.

* * * *

The Dewey household at Albany was always open as a real home to the students in the library school. Both Mr and Mrs Dewey understood the fundamental principles of hospitality, and many a shy, home-sick and depressed student was brought out into the sunlight of life by "finding himself" in the genial atmosphere of the Dewey home where he was always cordially welcomed.

Mr Dewey has always held that his physical ailments were conquered by driving and the invigorating air of Lake Placid. The library school students and librarians have profited as much as Mr Dewey from this treatment. In the old days, the carry-all was filled up with library school students. The poor freshmen accepted the first invitation to ride with considerable fear. This close association with one of the founders of the library profession in America seemed beyond them but they returned from their drive wanting to go again, for Mr Dewey was always sympathetic, cordial, kindly and interested in the shiest beginner. The automobile succeeded the horses and sometimes it was necessary to spend considerable time waiting for repairs. And

in that waiting moment, it was discovered that Mr Dewey was really human, the most genial of companions, with a far-seeing vision that caught the young imagination.

Many an active librarian today, if he were really to tell the truth, would say that the gracious cordiality of Mrs Dewey on the occasions when the Dewey home was opened for frolics and good times for the students, gave them their first notion of social grace expressed in cordial hospitality. Many an ill student was taken to the Dewey home and cared for until he was well again, and the doors of Lake Placid Club have always been open at reduced rates and sometimes without price to former New York State library school students, and no line of distinction is drawn between the highest and lowest.

ALBANY STUDENT

A BACKWARD LOOK BY THE GENERAL ASSISTANT

January, 1877, found the "head center" of the new library movement, formed in the previous October in Philadelphia, at Number 1 Tremont Place, Boston.

Two small—very small—offices; an outer one to defend the inner one, which was the sanctum for the editor of *Library Journal*, and the secretary of the A. L. A. from interruption. Melvil Dewey was both, and the central figure of these activities; the apostle of "the best reading for the greatest number." A young woman was the amanuensis, for typewriters were not then in general use, and the writer, the general assistant.

Here, the modern development of "library science" had its infancy and librarianship was labeled a "profession." Here came the benighted who had just been elected or appointed librarians, because they "loved books," to learn the technique of the profession and imbibe the infectious enthusiasm of the secretary, to gather not only inspiration but an outline of possible service in the opportunity which was theirs. Memory recalls other visitors who had gained distinction as librarians as well as trustees. The young assistant met them with awe, for to him they were like Sol Gill, "chock full

of science." Most of these have "gone West," which brings a sadness to these memories, for not only were they learned, but sympathetic and considerate of the writer's inexperience.

I remember one good woman who came. She said she had an hour between trains and would Mr Dewey tell all he knew about running the library to which she had just been appointed librarian. An hour's lesson sent her away a somewhat wiser woman.

I vision the days filled with such incidents; with visitors from various quarters; with meetings of committees and the feverish activity of the secretary, which was reflected in my own. The "coöperation committee" inspired my interest most. C. A. Cutter, librarian, Boston athenaeum, Fred B. Perkins, secretary of Boston public library, and Fred Jackson, trustee of the Public library, Newton, Mass., were its members. Mr Dewey did all the work of the reports and the "committee" gave their endorsement.

To the laymen, these leave the impression that the technical part of library work is filled with minutia. The exactness specified and the niceties defined are convincing of this, or, that these were "cranky notions." There were those among librarians who scoffed at the mechanics of their work. In their judgment, to know books, to be bibliographers, made them librarians.

The thousandth detail that Mr Dewey wrought out into almost exact completeness shows his vision. The exactness with which each item was standardized is justified by coöperation among libraries the world over. Standardized catalog cards have made coöperative cataloging an accomplished fact, and standardized equipment for arranging and housing was the beginning of an enormous development, both in library catalogs and in commercial offices. Indeed, the debt that these latter owe to librarians is incalculable for the card catalog of the library has become the card system of business and carries the records of facts and figures for individuals and corporations with an enormous saving of time and expense, and creates a service otherwise unattainable.

The "shelf list," another conception of the time, was the chrysalis out of which has come the loose leaf system of accounting, another credit to library appliances. The seeds sown in those early days have grown great organizations. The A. L. A. with its large membership and its secondary associations are all world wide influences. Library Bureau, with its thousands of employees, its fifty branch offices, and its record of service to both libraries and commercial life, is a constantly accelerating force.

These things hark back to the little offices in Boston at 1 Tremont Place, and to the young man fresh from college who was its dynamic force. How much is owing to his zeal, to the optimism that knew no obstacles, to the vision that optimism fed upon and to the inspiration that radiated from it, we shall never measure, but certain it is that his unquenchable ardor with which he inspired others not only to coöperate but to pick up the thought and translate it into individual initiative brought a library renown which will always belong to Melvil Dewey, creating a heritage for those who have or will come after.

This is as it appears to me, nearly a half century later.

H. E. DAVIDSON
New York City

A librarian of somewhat limited experience and outlook recently wrote to Mr Dewey asking if he was the author of the slogan of the A. L. A.—The best reading for the largest number at the least cost. The librarian also inquired as to whether or not the slogan should be inclosed in quotation marks, closing the letter with the statement:

My contention is that the quotation marks here are out of place, as I think they are five times out of ten when they are used. Do you agree with me? I hope so.

Mr Dewey's reply to the inquiry is characteristic:

Yes, I studied out that slogan one mornin ridin ahorsebak as I did daily from my Newton home 10 miles to the Boston offis. Yur attitude is quite ryt. The best rule is to keep all ink off paper that says nothin. Singl quotes ar betr than dubl, and none at all stil betr unless yu really wish to sho what is a ver-

batim quotation. It is a skoolgirl trik to put in quotes and underscores with a free hand.

By the way, apply the same rule to yur letr and yu wd hav to cut out what I hav markt red.

The librarian's letter, after Mr Dewey marked it, is as follows:

— February 21st 1923
 21 cobalt cardinal &
 cardinal It is useless
 Mrs Melville Dewey, *Useless unless*
 Lake Placid Club, *books are in.*
 New York.
 Dear Sir:

A Going Back to Ships

Hyannis, Mass., was a prominent center for sea-faring folk in the last century and is still proud of its history in that line.

The Public library of the proud city has had a good deal of publicity for two reasons. First, because it is housed in a very fine example of New England architecture of the so-called Cape Cod type and from that angle has been pictured and written up in the New York Sunday papers and in some of the national magazines. The second reason is that the librarian, Mrs Ora Hinckley, though she is not a library school person and is quite advanced in years, is very progressive and very original in her methods of developing library spirit and the reading habit in the community.

A recent exhibit of pictures of old ships, January 8-10, is an example of the librarian's ingenuity in interesting the community and beyond in the opportunities offered by the library. The exhibit contained some fine pictures of ships of former years on which captains belonging to Hyannis and nearby places often sailed. The families of the early captains were generous in lending pictures for the exhibit and the deep-water captains and their descendants were all enthusiastic over the collection. Visitors from all parts of Massachusetts and even from New York City were present to view the collection. Among them was Aurin B. Crocker, in his ninety-third

year, the oldest man in Hyannis, who for a score or more years was marine reporter for the *New York Herald*. Another aged attendant at the exhibit was Capt C. Howard Allyn, the last of the deep-water captains in Hyannis, who sailed around the world seven times and who lent a number of paintings of his ship in various harbors. Capt Allen Brown, last of the coasting captains in Hyannis, was also in attendance.

Notable among the pictures in the exhibit was a portrait of Capt Rodney Baxter who, in the days of the Irish famine, sailed his vessel from Sligo to Boston in 17 days, the shortest westward voyage across the Atlantic ever made by a fore and after schooner. There was also a picture of another fast ship which Capt Baxter commanded when it sailed from New York to Bombay in 82 days. These two pictures were lent by the Captain's granddaughter. Pictures of several coast-wise ships that were captured by the Confederates and of a number of historical and interesting sloops were in the collection on exhibition.

The newspapers of the East coast made much of the occasion and so much interest was generated by the exhibit that a strong request was made that it be repeated the coming summer when a still larger collection is promised.

N. B. H. P.

Forgive Us Our Debts

A very successful effort to get back over-due books was carried out by the Public Library, Newcastle, Ind., recently. The records showed that a more than satisfactory number of books was over-due and efforts to get them returned were unsuccessful, so the librarian followed the plan of posting a notice in the library for several days and inserting the same in the city papers, asking their return. She thought it would be a good way to start the new year and in order to get as many of the over-due books back as possible, announced that fines on all outstanding books would be annulled if the books were returned before New Year's day. The plan brought good results.

Planning for the Future

The Board of library commissioners of the Public library, Grand Rapids, Mich., did a remarkable thing in an action taken at its December meeting. There was spread upon the records a greeting to the library commission of 2024, giving it the power to dispose of a "Hundred Years fund" and its accumulations during the interim, December 1924-December 2024, this fund to be used for promotion work in disseminating historical knowledge. The nucleus of the fund amounts to \$600.

The communication to the library commission of 2024 from the present commission expressed the hope that the fund made possible by the fine generosity and splendid vision of the friends of the library will enable the library commissioners of Grand Rapids to realize the vision they have for increasing the usefulness and pleasure which the library may bring to the people of the city. The communication is signed by all members of the commission and by Samuel H. Ranck, clerk and librarian.

The Hundred Years fund starts with \$600 invested in Liberty bonds at four and one-fourth per cent interest. The first subscription of \$100 to the fund was a memorial and the second subscription of \$500 was anonymous. By the terms of the gift, the income is to be allowed to accumulate for five years and then, for 20 years, until December, 1949, the library is to receive one-quarter of the income and three-quarters is to be added to the principal. The division of the income will cease during the next 25 years and then for the last 50 years the library and the principal share equally in the income. It is left to the judgment of the library commissioners of December, 2024, to determine whether the entire income then shall be for the library or whether the building up process will continue for another period, but eventually the entire income will be for the library and its historical collection.

This fund is to be an aid in building up a library of American history, special attention to be given to Michigan, Grand Rapids and the old Northwest, and as such will be an auxiliary to a special fund

already established. This special fund was established in 1897 under the auspices of the Historical society of Grand Rapids. The original gift was \$150 and to this from time to time additions were made both by gift and from income. The fund was transferred to the Board of library commissioners in 1906 and now contains securities with a par value of \$3600, yielding an income of \$203. This fund during its existence has contributed \$1265 to the resources of the library and has been an important factor in building up one of the largest and most complete libraries on history in the country, and the Hundred Years fund is designed to provide for increasing needs of the future.

Classification in Bookshops

The Bookseller and the Stationery Trades' Journal, October, 1924, contained a very suggestive and illuminating article on the importance of classification in a bookshop, written by Gilbert Foyle of W. & G. Foyle, Ltd., London. The article is a plea for the necessity of classifying books in bookshops, the more strictly classified the better.

Mr Foyle takes the position, after complimenting the Decimal, Brown and other classifications, that these systems are too expensive and the stock in a bookstore too varied to make their use satisfactory. A system of classification strictly on a bibliographical basis is quite good but it involves employment of assistants of learning and probably with academic degrees. The small percentage of profit and heavy expense make it necessary to adopt a system which the man in the street can follow and grasp quickly. Mr Foyle outlined the system used in his own shop where the stock has increased from a few books to over a million volumes. The chief point in this scheme is a general classification into about 17 divisions, arranged so that the divisions connect up with each other as nearly as possible. For instance, natural science is connected on either side with educational and agricultural science, etc. The second point is subdivision of the main divisions into smaller and more detailed sections—litera-

ture into biography, dictionaries, fiction, juvenile, poetry, etc.; educational into geography, history, mathematics, languages, etc.; natural science into various sub-sections. In all cases, these subdivisions should be arranged in alphabetical order of subject. All sections and subdivisions—no matter how large or small—are arranged in strict alphabetical order of authors.

Lack of space usually makes it necessary to economize where possible, and Mr Foyle advocated dividing the whole stock into two sizes: a) small books up to demy 8v. size; b) books larger than this. He maintains that by adopting such a simple and inexpensive method of classification, any volume or any volumes on a particular subject may be found in a few moments even by an assistant with little experience.

Better Films

An interesting bit of the recent A. L. A. meeting was the appearance of Mrs Charles E. Merriam, Chicago, president of the executive committee of the national council of Film Councils of America, Inc. Mrs Merriam called attention to the increasing need of persons engaged in educational work giving more serious attention to the kind of films to which the children of America are subjected.

Most wide-awake communities in the country have local or state film councils and it is thought that if these bodies would join their efforts in one national council, additional work affecting the whole film situation in a national way might be effected. Many of those interested in studying films in such an organization, such as parent-teachers' associations, have become somewhat discouraged by the power of the motion picture industry and have lost some of the confidence they had in what might be accomplished by Will H. Hays, president of the Motion Picture Producers and Distributors of America. It is thought that in the solidarity of interest which would come out of a national council more might be accomplished.

Mrs Merriam stated that the industries insist that they are giving the American

public what it wants. Evidence which the council has in hand seems to prove the contrary and one of its prime objects now is to secure statistics. For this purpose, the council has provided an individual criticism card which will be sent on request to anyone who wishes to use the cards. These cards are to be filled out and returned to the Film Councils of America, 5 South Wabash avenue, Chicago, to be used as a source of statistical information. The card asks for the name of the film, date seen, whether for child, youth, adult or whole family, poor, fair, good or excellent, and for comments as to serious faults or points of special merit. It is individual opinion that is wanted and, indeed, the affiliation of the critic with any other organization is to be disregarded.

Mrs Merriam has been widely identified with the effort to raise the standards of films and to bring the work into better fields, particularly for young people. She urged librarians to give favor and support to local efforts and to make their interest continuous since it is only by matching the constancy of those who profit financially in the matter that a higher grade of films may be obtained for the general public.

Mrs Merriam was well received and consultation with interested members followed each appearance she made.

Spotted It

Some boy friends of Darwin once plotted a surprise for the great naturalist. Capturing a centipede, they glued on to it a beetle's head, the wings of a butterfly and the long legs of a grasshopper. Then putting the creature in a box, they took it to Darwin, and asked him what it could be, explaining that they had caught it in the fields. Darwin looked it over carefully.

"Did it hum when you caught it?" he asked.

"Oh, yes, sir," they answered, nudging one another, "it hummed like everything."

"Then," said the philosopher, "it's a humbug."—Selected.

American Library Association
Reports on activity

A full report of the proceedings of the Midwinter meeting will be found in the January *A. L. A. Bulletin*.

The Board of education for librarianship has visited 11 of the 19 library schools and is about to visit the remaining eight. The board is investigating the need for an advanced school of librarianship and has made investigations of the needs, kind and future of library training. Its annual report to the A. L. A. council is in preparation.

Answers to the questionnaire sent out to college and public libraries, on which the Library survey is to be based, are now being tabulated. It is hoped the replies will be full and accurate and sent in promptly so that the committee will have accurate knowledge for the final report.

The Commission on the library and adult education is studying intensively the direct service of the library in adult education. It has issued two numbers of the bulletin, *Adult Education and the Library*, as a means of keeping the profession informed, and leads are being followed by correspondence or personal interviews. Intensive study is being made of the relation of the library to other adult education agencies.

There are now 12 specialists engaged in preparing 12 reading courses. Three authors have promised manuscripts for early publication—W. N. C. Carlton, on English literature; Dallas Lore Sharp, on American literature, and Edwin A. Slosson, on the Physical sciences.

Those engaged in preparing material for the text-books report progress—Carl B. Roden, on Book selection; John Adams Lowe, on Library administration; and Asa Wynkoop, on the American public library movement.

The Committee on the A. L. A. catalog for 1926 has secured a number of criticisms, suggestions and points of view and from all these, definite plans are being made. Tentative lists will be ready in March for sending to specialists in certain fields of knowledge and to selected librarians. It is hoped to have the manuscript ready for the printer in January, 1926.

The afternoon of December 31 was devoted to a discussion of an advanced school of librarianship—the need, curriculum (see p. 59), entrance requirements, degrees, staff, etc. (No report of this meeting available at this time.)

Council meetings

The Council opened its meeting on New Year's morning.

The report of C. B. Lester, chairman of the Committee on committees, stated that while the constitution provided for standing committees, there had not been since 1919 any designation in the *A. L. A. Handbook* of standing committees. His committee defined a standing committee as one having indefinitely continuous functions in the same general field. Existing committees should be in one or the other of the two groups—standing or special committees. The present committee would repeat the recommendation made by the committee in 1923, "the adoption of the practice in appointing committees in the future of definitely designating each as standing or special and the specific inclusion in the terms of the appointment of the committee of a definite statement of functions and limitation."

Standing committees

The Council approved the report of the Committee on committees on the following standing committees:

Affiliation of chapters with the A. L. A.,
 E. D. Tweedell
 Bibliography, Dr E. C. Richardson
 Board of education for librarianship, Adam Strohm
 Bookbinding, Mary E. Wheelock
 Bookbuying, Dr M. L. Raney
 Cataloging, Margaret Mann
 Civil service relations, George F. Bowerman
 Committee on committees, C. B. Lester
 Constitution and by-laws, M. S. Dudgeon
 Classification, Dr C. W. Andrews
 Editorial, George B. Utley
 Education, Harriet A. Wood
 Federal and state relations, L. J. Bailey
 Finance, Carl B. Roden
 Hospital libraries, —
 Institution libraries, Julia A. Robinson
 International relations, Dr Herbert Putnam
 Legislation, W. F. Yust
 Library administration, Franklin F. Hopper
 Library coöperation with Hispanic peoples,
 Peter H. Goldsmith

- Library revenues, S. H. Ranck
- Membership, Ralph Munn
- Public documents, Carl Vitz
- Publicity, N. R. Levin
- Recruiting for library service, Bessie Sargent-Smith
- Resources of American libraries, J. T. Gerould
- Salaries, C. H. Compton
- Ways and means, Dr C. W. Andrews
- Work with foreign-born, Mrs E. E. Ledbetter

An interesting incident came up at the close of the meeting when some of those present were evidently a little misty in their minds as to the cause of so much discussion of the subject of standing committees. Some one asked, "Why is it called 'standing' committee?" Mrs Carl B. Roden, in her usual quick-witted fashion, replied, with a laugh, "It is called standing committee because usually it won't sit."

On the question of the Committee on the Oberly memorial fund, E. D. Tweedell, Chicago, explained that the purpose of the committee was not to govern the fund but to select the award, the bibliographies being presented to this committee, which decides upon the bibliography to receive the award. The funds are turned over to the Endowment fund.

On motion of J. C. M. Hanson, Chicago, it was voted to change the name of the Committee on the Decimal classification to Advisory committee on classification. By motion of J. T. Gerould, Princeton, N. J., the Committee on resources of American libraries was added to the list of standing committees. George B. Utley, Chicago, presented a petition from the Training class instructors round-table that this be made a section of the A. L. A. It was so voted.

Time was then taken for announcements concerning the exhibit of German books that had been brought to Chicago. President Meyer called on Dr T. W. Koch, Evanston, who introduced the subject and gave the history of the project. He then called on representatives of the German Publishers association who were present to stand so that the Council might see them—Dr Meiner, Leipzig; Dr Reimer, Berlin; Dr Reinhart and Dr Riedner, Munich. Short addresses were

made by Dr Riedner and Dr Reimer in which they expressed their pleasure in seeing the American librarians again face to face and invited them to see the exhibit. President Meyer expressed the thanks of the Council to the gentlemen for their presence and for their enterprise in bringing this notable collection to America. He also recommended that the librarians go to see the exhibit. After further word from Dr Koch concerning the catalog that accompanied the exhibit, the Council proceeded with its work.

E. D. Tweedell, Chicago, reported on the accumulation of the building fund for an A. L. A. headquarters building and offered a resolution that the Council approve the accumulation of the fund for the future A. L. A. headquarters building. The resolution carried. President Meyer expressed the hope that by the semi-centennial in July, 1926, a fund sufficiently large to secure a building site might be obtained.

Dr E. C. Richardson, Princeton, reporting for the Committee on bibliography, offered a resolution concerning the Brussels Institute of bibliography. The substance of this resolution was a) that the Council look with cordial interest on all efforts to form a practical working center for concrete undertaking in international library and bibliographical matters and regard with peculiar respect the unwearied effort of the Brussels Institute to realize certain sound and recognized ideals; b) that the Council, in the adoption of the League committee on intellectual coöperation of the reorganized Institute as its agent in certain matters, recognize also the possible opportunity for that coöperation with the League committee and other European agencies in that direction without political complications. The Council recommended an expression of warm interest and approval in principle of the effort to organize practical coöperation in concrete matters of library concern, and that the A. L. A. committee investigate the practical bearings of all the going efforts; that all committees be asked to give diligent attention to the matter with a

view to some early practical share by the A. L. A. in concrete plans for co-operation and in particular in those of the International Institute of bibliography.

A letter from Dr Melvil Dewey calling for practical adoption by the association of the above suggestions praised the effort as the most worthy effort in the field of bibliography that has yet been made and urged the Council to approve the measure. After some further discussion, the resolutions were adopted.

An interesting discussion arose with regard to a petition that had been placed before the Midwinter meeting of 1923 asking that \$40,000 from the remainder of the War funds be appropriated for the restoration of the library of Louvain university. A question as to the legality of such a procedure having arisen in 1923, the Executive was asked to secure legal opinion as to the legality of making such appropriation. J. I. Wyer, Albany, to whom had been given the duty of obtaining a legal opinion in the matter, reported that the opinion of the attorneys of the A. L. A. was that the association had no right to use the remainder of the money in the War fund for the restoration of Louvain University library and moved that the opinion, which he read, be taken as expressing the sense of the Council.

Dr Frank P. Hill, Brooklyn, in seconding the motion, said that if the opinion rendered by the A. L. A. attorneys was right, it was very unfortunate for the association and for the Executive board because money had been appropriated from this fund other than for the welfare of the soldiers, sailors and marines. Dr Hill then cited various expenditures which, in his judgment, under the opinion rendered, were illegal. He then read an exactly opposite opinion from a lawyer in Brooklyn, a member of the War committee and who represented the A. L. A. in the formation of the contract which brought together the Seven Sister organizations from which the War funds had been derived. In his opinion, the destruction of Louvain university was occasioned by the war and was quite as near war work as support of the present

Paris library. Dr Hill also quoted from a letter from John R. Mott, secretary of the International Y. M. C. A., who felt that the proposed use of a portion of the War fund for the restoration of Louvain university was quite within the legal right of the A. L. A.

After considerable discussion, which was largely expression of personal opinions, Dr Richardson said that in view of the different legal opinions before the Council, it would not be desirable to adopt a particular opinion, but that the opinions expressed should be referred to the Executive board with an expression of the Council's confidence in their action.

Dr Hill offered a substitute motion, that the opinions be received and referred to the Executive board. This motion carried but not unanimously.

One phase of the discussion which gave universal satisfaction was the statement by Dr Hill that he had heard just before leaving Brooklyn that the fund for the restoration of the library of Louvain university is practically provided for and that the library will be built as originally planned.

Dr Hill suggested that the A. L. A. become a member of the American association for economic and political science so that it could secure the reduction in travel rates, etc., which is accorded those associations which are members.

Dr Koch, in reporting on the Evans bibliography, stated that the ninth volume would be published before the next annual meeting of the A. L. A. H. M. Lydenberg, New York, reported on the Sabin bibliography, stating that the Carnegie Corporation had provided a fund of \$7500 for this work.

Appreciation was expressed of the gift of A. S. Ochs of \$500,000 for the preparation of a scholarly and adequate dictionary of American biography.

The second session of the Council was devoted to the report of the Board of education for librarianship. Adam Strohm, Detroit, as chairman of the committee, gave what he termed a skeleton statement of the work and travels of the board since last July, giving in detail

their method of study and analysis of the schools visited, the needs of the situation, the outlook and conditions, all of which is as yet only fragmentary data but which will later be made into a definite report.

The full report of the committee will be waited for with interest and it is to be hoped that the impressions and expressions which have passed for current opinion up until now will be verified in this final report.

The discussion which followed gave the views of persons who have been in the very heart of library work which needs all the special education and special training it can have and much more than is available. Out of all this will doubtless come material worth while.

Dr A. E. Bostwick, St. Louis, introduced the subject of the Library survey and was followed by C. Seymour Thompson, director of the Survey, who tried to make clear that the survey is of value and that the minute detail in the questionnaire which seems to be a burden, will in the final report give a correct interpretation of all the facts. Mr Thompson said that a definite effort is made to exclude everything that is purely opinion, but a bare statement of facts without any explanation might fail to do complete justice to the situation. No statement should be made that is not accurate, literally, and which does not throw the right light on the matter and give the full truth of the whole situation.

It was brought out in discussion that the two committees—the Telford committee and the Survey committee—are two definite and separate committees, but are working closely together. The results of the Telford committee's personnel questionnaire will be published separately. Its approach to the subject is from an entirely different angle and viewpoint from that of the general survey. The results of the personnel survey will be printed before those of the general survey and will be available for the use of both the committee or individuals, but should the results not be published, the cordiality existing between the two committees will make it possible to have the benefit of any material that is on hand. The com-

mittees have met together in all matters relating to the survey and each is cognizant of what the other is doing.

Dr Hill expressed strong commendation of what the Survey committee has done and said he believed the results would be worth while if everybody helped.

Mr Telford, who was present at the session, was invited to say a word and responded that he thought the final results of the personnel questionnaire would justify faith in the committee. Dr C. W. Andrews, Chicago, thought that the questionnaire was at fault in that it did not ask libraries to make a special report on their contents. Dr Bostwick and Mr Thompson both explained the manner in which this is done.

The third session opened Saturday morning with M. S. Dudgeon's report for the Commission on the library and adult education. Mr Dudgeon reviewed what had been done up to the present time and thought the end was in sight so far as the plans were concerned. He made clear that it was an educational proposition intended for adults and that the intention of the committee was to place within reach of any library suggestions as to how to present material to those beyond school age who showed a desire for systematic courses of reading and study.

Mr Dudgeon's line of presentation covered what has been in print many times. Many questions were answered which cleared up vagueness existing in the minds of the inquirers.

Ethel McCollough, Evansville, Ind., expressed clearly one of the deterrent factors, that librarians are prone, when they have a new problem or a new phase of a problem presented, to look at the difficulties, to look over into the outside field and to place the blame on the other person rather than on their own institution. One of the results of the adult education movement is to make librarians acutely conscious of the opportunities that are crowding upon them. Miss McCollough described some of her own observations in the matter. She called attention to the important problem that

lies in the difficulty in finding simple material for the working man. Most of these have had little or no education after the fifth grade and when they want a book to study, something ought to be ready for them. One man had said to her that "libraries are fine but the books are written by college professors. The books ought to be written not by college professors but by the man who is doing the work."

Alice M. Farquhar, Chicago, pointed out the necessity for libraries finding out the reading background or educational background of those whom they expect to help and proceed from that point rather than start anywhere, since in that case one is in danger of getting nowhere.

In the discussion of how to work with various persons, a strong point was made by Mr Jackson, Wisconsin, who said, "The pumpkin and the agate in the physical world can be distinguished but not in the spiritual world. There are many persons here who are polished agates who once upon a time were considered pumpkins. If it had not been for a gem artist, they would never have been finished. Don't classify in the rough."

Mrs Charles E. Merriam, Chicago, presented a note that called for intelligent coöperation on the part of libraries in the opportunity offered every institution to bring up the standard of films that are doing so much harm, leading to a disintegration of the work of the educational world. She made a plea for a council of the right kind of persons in every community who would be interested in seeing in motion picture theaters the same thing that prevails in libraries, time devoted to selecting the right sort of books, or films, for the community. There should be statistics to show that the public does not demand the salacious books that the movies are producing today. Movie producers give their statistics to show that they do. (See p. 82.)

President Meyer asked where one might secure information on this question. Mrs Merriam gave the address of the national headquarters of the organization

which she represented, Film Councils of America, 5 South Wabash Avenue, Chicago.

The second topic of the session, Library extension, was presented by M. J. Ferguson, California, who, in a very frank, open way, stressed the fact that 50 per cent of the people of the United States do not have access to libraries that are worth while and that something ought to be done about it. The library situation is on the up grade and there will likely something happen in library fields in the next few years. Mr Ferguson told about picking up a so-called popular magazine and finding concrete evidence that the money that continues the kind of popular magazines at hand everywhere does not help the mentality of the individual who supplies the money. He told about picking up a recent number of *Collier's* in which the world "library" attracted his attention, and on looking to see in what connection it was used, found a story in which was a portrayal of a librarian whose manner and manners were anything but helpful or complimentary to the craft. One of Mr Ferguson's propositions was a demonstration of what might be done in one of the states where library resources and activities are in the sub-basement, showing what real library enterprise is.

Mary U. Rothrock, Tennessee, in discussing the subject, said she would like to see an A. L. A. officer appointed whose function would be to go and live within the region determined upon, identify himself distinctively with that region and remain there for a sufficiently long period to learn conditions and gain the confidence of the people to be demonstrated upon. Such an officer should go in with a perfectly open mind, not leaning on the one hand to county libraries and on the other to package libraries. The work, if it is to be most valuable and permanently successful, should not be a demonstration set down, not a model, but an outgrowth from the region as a whole, from the community itself. It is a true pedagogical principle that people learn better by doing than by observing.

Mary L. Titcomb, Maryland, told of her training class for assistants in county libraries and the need for people prepared to work with the working man, labor unions and girls' clubs.

Another suggestion was that a subcommittee of the Commission on the library and adult education be created to survey and elaborate the relation of library extension in college ranks.

W. W. Bishop, Michigan, emphasized the fact that by no means is all the country sufficiently wealthy, happy and prosperous to afford even county library work organized in a county way.

The meeting closed with a suggestion by President Meyer that there be a standing committee on library extension appointed and it was voted that the Executive board appoint such a committee.

Executive Board action

Consent was given to a joint request from the Minnesota, Iowa, Nebraska, and South Dakota library associations to hold an A. L. A. regional conference in Sioux City, Ia., in October, 1925.

The board voted to submit a suggestion to the Fiftieth Anniversary committee of an early election of honorary officers for the 1926 conference.

It was voted to continue the Committee on hospital libraries and the president was authorized to make the appointments.

A grant of \$6000 was made from the War funds to the U. S. navy for use in maintaining the library work in the Navy department.

The president was asked to communicate to Dr J. F. Jameson the keen interest of the A. L. A. in the new project for an authoritative and adequate dictionary of American biography and to offer the cordial coöperation of the association.

The Olympic hotel, Seattle, Wash., has been selected as headquarters for the annual A. L. A. meeting. A list of hotels and rates will be issued later. Reservations will begin April 1. Requests for reservations should be sent to Ralph Munn, Public library, Seattle.

Books for the Blind

The Permanent Blind Relief War fund, financed by contributions from all nations, has recently issued the following titles which are distributed free to libraries maintaining departments for the blind, the only condition being that in circulating them the requests from the war-blind shall have *precedence over all others*.

In Braille, grade 1-½, The three musketeers, Dumas, in 10v., has been embossed. The Brushwood boy, Kipling; Short story writing, Barrett, 2v.; Captain Desmond, V. C., Diver, 4v.; Four feathers, Mason, 4v.; The growth of the soil, Hamsun, 5v., and the Mystic isles of the South Seas, O'Brien, 6v., have been put into Braille, grade 2.

Between 40 and 50 French titles have also been published and will be sent to libraries upon request. Lists of these may be had from the Permanent Blind Relief War fund, 730 Fifth avenue, New York City.

The books being embossed by the United States Veterans' bureau in coöperation with the American Foundation for the Blind are being distributed in a somewhat different way. Fifteen copies of each title are embossed for the use of the blind veterans who are now a part of the civilian population and for their convenience these copies are placed in five widely separated libraries. Additional copies are available for purchase from the American Printing House for the Blind, Louisville, Ky. About 30 titles have been put into circulation and 35 more are to follow. The selection is varied and forms a most important addition to the literature in grade 1-½. The first book to be embossed was the second part of Page's Letters, the first part having been put into Braille through the A. L. A.

The *New York Times* will advance \$500,000 toward the preparation of the dictionary of American biography under the auspices of the American council of learned societies. Dr J. F. Jameson of the Carnegie Institution, Washington, is chairman of the committee to promote the enterprise.

The Solberg Copyright Bill

A really great copyright measure appeared in the House, January 5 (H. R. 11258). It was drawn by the register of copyrights, Thorwald Solberg, and introduced by a member of the Committee on patents, Representative Randolph Perkins.

It constitutes a most drastic assertion of author's rights under that section of the Constitution which grants Congress the power:

To promote the progress of science and useful arts, by securing for limited times, to authors and inventors, the exclusive right to their respective writings and discoveries.

In the Solberg bill, this section is given practically full flow and a straight channel. Every author is covered unless his country denies reciprocity. All his writings, published or unpublished, are protected from creation to 50 years after death. There are no conditions or formalities whatever, and there can be virtually no tapping of the stream without the owner's consent. The bill is an elaborate posting against unauthorized use.

Librarians may well look carefully at Section 12, especially paragraph a) which gives the author exclusive right:

To copy, print, reprint, publish, produce, reproduce, or transmit the copyright work in any form; and to vend or otherwise dispose of such work and to authorize its public use in any manner or by any means whatsoever.

Compare this with the simple, traditional provision of the present law:

To print, reprint, publish, copy, and vend the copyrighted work.

The English law is simpler still. "Transmit" is a big word and might conceivably paralyze a public library's circulation. Broadcasting and the like were doubtless in mind, and the register may have been driven beyond himself by the moving picture bill, but "reproduce" ought to suffice. Again, this, coupled with the last clause, might raise once more the publisher's old claim of control over resale.

On the other hand, Section 41, dealing with importation, will gratify librarians, though without surprise, since it preserves the ancient and universal right of

importing directly the original editions of works reprinted here.

The bill is a piece of rare draughtsmanship—clear, straightforward, logical and fearless. It meets a great occasion worthily and recalls us from exile to a place of honor in the International Copyright Union.

Mr Wellman, as a member of the committee, dissents from this opinion.

Specific counsel later.

M. LLEWELLYN RANEY, Chairman

CARL L. CANNON

ASA DON DICKINSON

PURD B. WRIGHT

A. L. A. committee on bookbuying

Classification of Personnel

The Committee on the classification of library personnel reports progress and definite plans for the future. Answers have been received and verified from 102 libraries, including something over 3700 individual positions. The committee expects by February 1 to get additional returns so as to have a detailed description of the duties of 5000-6000 different positions. This is thought to be a sufficiently large sample to give a fair picture of library work throughout the country. The few gaps are mostly geographical.

The actual analysis of the questionnaires will begin February 1, and it is hoped to have the report completed, with supporting exhibits, ready for the Seattle meeting in July. A number of librarians have agreed to give advice and counsel with regard to the questions put up to them by the committee and some have indicated their willingness to go over the material in manuscript form for the purpose of making suggestions and criticisms. The committee is doing all it can to see that its product represents the best thought of the library profession as well as of those experienced in classification and job analysis work.

Any librarian who is willing to give the committee the benefit of advice or counsel is invited to communicate with the chairman, Dr A. E. Bostwick, or Dr G. F. Bowerman, chairman of the subcommittee, which is keeping in close

touch with the actual classification and compensation work. The committee is also desirous of having a few additional libraries fill out the questionnaires, particularly normal school and high-school libraries and libraries in colleges having from 500-1000 students. Any librarian willing to coöperate in this manner is requested to communicate with Dr Bowerman.

Book Information

The Year-round Book program for 1925 as issued by the National Association of Book Publishers, New York City, shows a very interesting outlook in proposed activity in that organization for the coming year.

The month of January was largely devoted to the idea of the family book budget owing to the book contest of the National federation of women's clubs. National thrift week was observed January 17-23. The program for January also included the stressing of books on travel, arm-chair traveling, home reading and study, etc. National drama week, January 25-30, under the auspices of the Drama League of America, brought to the fore books on the arts, drama, etc.

February will be devoted to American history, when opportunity for study of the best books on citizenship, history, biography, etc., will be offered to the schools and patriotic societies. Lincoln's and Washington's birthdays come in this month, adding special interest in choosing.

Books relating to Lent will have place in the program for March-April, also books about the Bible. Since this period also ushers in Spring, books on gardening, out-doors, etc., will also have a place. The celebration of International Boys' week under the auspices of Rotary International, April 26-May 2, is an event of this period.

May and June will be devoted to books on the out-of-doors, gardening, out-door pastimes, etc. Weddings and commencement calls for particular attention and books as gifts will be stressed at this time. The publishers will also coöperate with the schools in planning children's vacation

reading clubs. National music week will be celebrated May 3-9, and Better homes week, May 10-17, will bring an opportunity to stress books for the home library.

Vacation reading, July-August, will follow the usual line, while September-October will take up the planning of programs for schools, churches and clubs on various lines of interest. National picture week will be celebrated October 12-22.

Children's book week will be celebrated November 8-14, when all sorts of educational books for children will be stressed.

The book problem for December, of course, is again books for gifts.

Librarians can get some helpful ideas out of this arrangement while, of course, the main problem will be to make the book stock meet the demands that come to the library from local interests and the demands of the neighborhood. The promise for good material is quite heartening.

An Interesting Book Exhibit

The Carteret book club, Newark, N. J., during December, put on an exhibit of miniature books gathered by its secretary, Wilbur Macey Stone, at the Free public library of that city. The exhibit, held in the third floor corridors, occupied nine large cases and was representative of the art of the miniature book for the past four and a half centuries, though many of the books were much older.

The collection covered the period represented by a Babylonian manuscript bearing the date 2275 B. C. down to the Bryce edition of Shakespeare, 1908, which latter is three and three-fourths inches high and contains 986 pages within nine-sixteenths of an inch thickness. The smallest book in the collection was a devotional book from Southern India, nine-sixteenths of an inch square, with gold embossed cover with a design of grapes and leaves. There was also the cherished "pocket-piece" of Louis XIV of France, bearing his royal monogram on the cover. Another item was a copy of Petronius' Satyricon, printed in 1614 by the famous Plantin of Antwerp. A volume of Horace, printed in 1627, is bound in shark skin with silver clasps. The collection in-

cluded also several sets of Shakespeare, many interesting Bibles and devotional books in several languages.

The miniature book was very popular in and before 1500, reaching its height in the seventeenth and eighteenth centuries. Many of them were beautifully embellished with miniatures and initials in gold and colors. The taste carried into the nineteenth century when many of the books were so small that they could hide under a postage stamp, but in later years the world has been too busy to enjoy the production of these curious things.

Business Books for First Purchase

Compiled by Business branch, Public library, Newark, N. J.

Accounting

Kester, R. B. Accounting, theory and practice. Ronald, '19-22. v. 1, \$3; v. 2, \$4; v. 3, \$5

Complete textbook. Can be used as an encyclopedia on the subject and has an excellent index. 657.1. K481

Advertising

Fisher, A. T. Window and store display. Doubleday, '21. \$6

One of the few recent books that handle the subject in a general way. 659. F52

Starch, D. Principles of advertising. Shaw, '23. \$5

Comprehensive book covering every phase of advertising. 659. S211

Application for positions

Shidle, N. G. Finding your job. Ronald, '21. \$2

Practical suggestions and plans to secure the "right" job. 658.08. Sh6

Auditing

Castenholz, W. B. Auditing procedure. La-Salle Extension university, '22. \$3.50

Guide to auditing procedure. Many special audits described. Castenholz and Montgomery are the most used. Castenholz is much briefer but also much cheaper and meets the general need. 657.9. C27

Banks and banking

Kniffin, W. H. American banking practice. McGraw, '21. \$3.50

Covers the entire practice of the average bank. 332.1. K741

Business arithmetic

Van Tuyl, G. H. Modern business mathematics. Amer. Bk. co., '23. \$2.60

Good general commercial arithmetic. Revised every few years. 511.8. V17

Commercial correspondence

Gardner, E. H. Effective business letters. Ronald, '19. \$4

Manual of standard practice. Sufficiently inclusive to make it useful if the only book bought on the subject. 658.8. G17

Business writing

Lee, J. M. Ronald, '20. \$4

A working business book covering essentials of writing, minimum essentials of grammar, letters, reports, copy writing, etc. v. 2. 658.8. L26

Commercial law

Coynton, T. Business law; a working manual of every day law. Ronald, '20. \$8. 2 v. 347.7. C761

Corporations

Coynton, T. Corporation procedure. Ronald, '22. \$10

All the necessary information for the man wishing to form a corporation and to manage it after it is started. 338.8. C761

Cost accounts

Nicholson, J. L. Cost accounting, theory and practice. Ronald, '19. \$4

Practical cost accounting practice for the public accountant and the manufacturer. Used by many universities. 657.31. N52

Credits and collections

Ettinger, R. P. Credits and collections. Prentice-Hall, '17. \$2

Approved principles and practice of credit management. Good book for general use. 658.7. E7

Gardner, E. H. New collection methods. Ronald, '18. \$5

Most comprehensive book on this subject. Gives much attention to the psychology of correspondence. Letters that have achieved actual results are given as illustrations. 658.7. G17

Employment problems

Bloomfield, D. Problems in personnel management. Wilson, '23. \$3.50

Compilation of methods, forms, etc. now in use. 658.2. B6211

Executive training

Gowin, C. B. Developing executive ability. Ronald, '20. \$3

Executive and sub-executive training for an office worker. 658.23. G741

Foreign trade

Hough, B. O. Practical exporting. *American Exporter*, '21. \$6

Manual of practice for the export manager. Has had many editions. 382. H8111

Indexing and filing

Hudders, E. R. Indexing and filing. Ronald, '16. \$2

Very complete, deals with filing for many lines of business. 658.23. H86

Insurance

Gephart, W. F. Principles of insurance. 2 v.

Macmillan, '17. \$1.50

Brief description of all forms of insurance. Accepted as standard. 368. G2911

Investments

Jordan: on investments. Prentice-Hall, '20.

\$3

Contains a greater amount of investment information than has previously been included in a single volume. 332.6. J76

Lettering

Gordon, W. H. Lettering for commercial purposes. Signs of the times, '18. \$3

Practical methods for show card writing and lettering posters. 745.1 G65

Marketing methods

Duncan, C. S. Marketing, its problems and methods. Appleton, '21. \$3.50

Methods and problems of marketing raw materials, farm products and manufactured goods. The first book treating the subject as a whole and still about the most comprehensive. 338.1. D92

Office management

Schulze, J. W. American office. McGraw, '19. \$3

Arrangement of office, management of office staff, labor-saving appliances, records and systems. Schulze and Galloway are the two standard books. Schulze is less expensive and very satisfactory. 658.23. Sch61

Office methods

Taintor, S. A. Training for secretarial practice. McGraw-Hill, '23. \$2.50
Elementary business practice and forms for private secretaries. 651. T13

Office practice

Cahill, M. F. Office practice. Macmillan, '17. 90 cents

Covers all essential activities of an office worker. 658.23. C11

Organization and administration of business

Gerstenberg, C. W. Principles of business. Prentice-Hall, '22. \$5

An outline of business, its general and detailed activities. Recommended for the librarian or others unacquainted with business who want to acquire a working knowledge of business. 658.2. G321

Production management

Jones, E. D. Administration of industrial enterprises. Longmans, '16. \$2

Fundamental principles underlying the management of a manufacturing business. There are many books on industrial management but this is useful as a handbook because of its brevity and inclusiveness. 658.1. J71

Psychology

Grimshaw, R. Lessons in personal efficiency. Macmillan, '18. \$1.50

Suggestions for developing one's own efficiency. One of the few practical books on the subject. 150. G88

Retail store management

Hahn, L. Merchant's manual. McGraw, '24. \$5

First book on retailing which covers all phases of the subject in one book. 658.5. H12

Purchasing

Dinsmore, J. C. Purchasing principles and practices. Prentice-Hall. Ronald, '23. \$3

Discusses qualifications of the purchasing agent and mechanics of the profession. The purchasing of a dozen of the most commonly used commodities is treated in a separate chapter. 658.91. D61

Salesmanship

Leigh, R. Human side of retail selling. Appleton, '21. \$2

Generally conceded to be one of the most usable recent books on retail selling. 658.9. L532

Russell, F. A. Management of the sales organization. McGraw, '22. \$2.50
Handbook for the sales manager. 658.9. R912

Whitehead, H. Principles of salesmanship. Ronald, '23. \$3

Not just a book of suggestions, as are many salesmanship books; but a well rounded presentation. A standard book. 658.9. W58

Statistics

Sechrist, H. Statistics in business; their analysis, charting and use. McGraw-Hill Bk. co., '20. \$1.75

Planned for executives; practical, special attention given to graphs and charts. 311. Se2

Stock exchanges

Pratt, S. S. Work of Wall street. Appleton, '21. \$3.50

Concise account of the mechanism of New York money and stock markets. 332.6. P881

Transportation

Traffic field. LaSalle Extension university, Chicago, '21. \$2.75

Gives details of traffic technique. 656. T67

Reading Suggestions for Boy Scouts

The Library department of the national headquarters of the Boy Scouts, of which Franklin K. Mathews is director, states that reading committees have been formed by enthusiasts in a number of cities and community surveys are being undertaken to discover what is being done locally to stimulate boys' interest in books.

The following excellent suggestions are made in relation to the survey:

Make a survey of the community to discover what kind of literature boys are reading.

Find out what are the resources of the community in meeting the reading needs of boys, i. e., number of public libraries, number of public school libraries, number of news stands.

See to it that the public library makes available to scouts and scoutmasters bound copies of the merit badge pamphlets.

Suggest to the public library that it make available books listed in the official bibliographies which appear in the merit badge pamphlets.

Find out how many troops have libraries and what is the source of supply for their books.

Cooperate in the annual observance of Children's book week.

Inspire from time to time in the local press articles, editorials and cartoons on the influence of good reading, especially in relation to boys.

Provide scoutmasters with lists of books for boys, such as Books for Boy Scouts, to be distributed among the parents of scouts.

Interview local booksellers to see if books they handle are recommended by the Library commission of the Boy Scouts of America.

Cooperate with the Committee on camping in developing plans with the public library whereby books may be supplied for use in camp.

A list of Russian books, 290 entries, has been issued by the Russian National bookstore, 5 Columbus Circle, Room 318, New York City. The list includes Russian classics, modern Russian literature, foreign literature translated into Russian, politics and economics, memoirs, letters of Empress Alexandria of Russia to Emperor Nicolas the Second, popular scientific literature and children's books.

League of Library Commissions

The twenty-first annual meeting of the League of library commissions was held in Chicago, January 2, President Milton J. Ferguson presiding.

The following states responded to the roll call: California, Indiana, Illinois, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New York, North Dakota, Ohio, Oklahoma and Wisconsin.

The program was opened by C. Seymour Thompson, representing the Survey committee. He thanked the league for its coöperation and asked for continued assistance. The questionnaire has not been issued to libraries of less than 5000 volumes. Mr Thompson suggested that commission secretaries provide lists of school libraries to which the questionnaire should be sent. He inquired the best method of getting essential information from small libraries. The desirability of the questionnaire returning through the library commission offices in order to insure accuracy and to minimize misleading statements was discussed.

M. S. Dudgeon spoke on what the league can do for adult education. He welcomed the opportunity to enlist the help of the league as he thought library commissions could perhaps be most effective. He referred the league to a tentative report and outline for organized adult education service in libraries to be presented to the council the following morning. The commission disclaimed any thought that its work is new. It is trying to collect from libraries typical and established outlines of work, to study the new and unusual, to know the active agencies and to assemble data and information. Mr Dudgeon said the interest has been unduly centered in large libraries. The problem is what can be done where there is only a small library or no library at all. There, he said, is where the state commission can do effective work. He called for endorsement of the efforts of the commission and for assistance in collecting information of the activities of small agencies. The 15 state commissions represented volunteered aid in collecting and reporting data from small agencies.

The remainder of the program was devoted to an informal discussion of library problems and a comparison of policies, presented by A. R. Curry, Indiana; Miss Robinson, Iowa; Miss Baldwin, Minnesota, and Miss Price, Illinois.

Mr Jackson, superintendent of school libraries in Wisconsin, said there was a difference between the book habit and the library habit and that school children must be sent to the public library if the library habit is to be formed.

Mrs Charles E. Merriam of Chicago was given time to speak for the Film Councils of America. She urged that film councils be organized in every community in order to mobilize for the production of wholesome motion pictures.

Isabella M. Cooper consulted the league on the form, contents and treatment of the new edition of the A. L. A. catalog to be issued in 1926.

Julia W. Merrill asked for the publication of a simple handbook on rural library service for the use of national social workers.

The following officers were elected: President, Milton J. Ferguson; vice-presidents, C. B. Lester and Louise Jones; executive board, Leona T. Lewis.

FANNIE C. RAWSON
Secretary

Bibliographical Society of America

A meeting was held in Chicago, Saturday, January 3, President A. S. Root in the chair.

H. M. Lydenberg reported on the presentation of a memorial volume to Wilberforce Eames of the New York public library on the occasion of his seventieth birthday, and the president was directed to send a letter of congratulation to Mr Eames. (See p. 110.)

The president read a letter from the Carnegie Corporation offering to give the society a revolving publication fund of \$7500. It was voted to accept this generous gift and to authorize the president to express to the Carnegie Corporation the thanks of the society. It was voted further that the president express to R. R. Bowker of the *Library Journal* and E. H. Anderson of the New York

public library, the society's appreciation of their services in bringing about the bestowal of this gift.

J. C. M. Hanson, University of Chicago library, presented a report from the committee on raising funds for the publication of the German catalog of inconstabula. Discussion followed, after which it was voted that Mr Hanson associate two others with himself and raise such funds as can be obtained by solicitation.

Mr Hanson presented a paper on the books relating to pseudonyms, with special reference to the recently published volume of Hjalmar Pettersen, entitled *Dictionary of anonyms and pseudonyms in Norwegian literature*.¹ W. W. Bishop, University of Michigan library, presented a paper discussing the recent extensive additions of papyri fragments, Greek manuscripts and other manuscripts to the library of the University of Michigan.

A. G. S. Josephson of Fair Hope, Ala., was made an honorary member of the society as a recognition of the very active part taken by him in the establishment of the society and of its predecessor, the Bibliographical society of Chicago.

¹See P. L. 30:9.

The publications of the International Translation service bureau, Department of immigration and foreign communities, National board, Y. W. C. A., 600 Lexington Avenue, New York, may be had on application to headquarters. Lists of what may be had are specially interesting and illuminating as to the work this department is doing. Among these are:

What America has for you; illustrated booklet; translations in seven languages.

Why foreign-born women should learn English; leaflet; translations in eight languages.

The baby, by Dr Griel; illustrated by Jean Parks; booklet; translations in Hungarian, Italian, Spanish and Polish.

Courts of law and their use; pamphlet; translations in 13 languages.

International Institute for women and girls; illustrated booklet; translations in 18 languages.

Is your child's birth recorded? leaflet; translations in 17 languages.

The kindergarten; illustrated booklet; translations in 11 languages.

Open door; translations in 16 languages.

Library Meetings

Chicago—At the December meeting of the Chicago library club, the program was arranged to give the Chicago circle an opportunity to hear librarians of neighboring communities tell of suburban activities.

William Teal, librarian, Cicero, Ill., sketched briefly his work in a town of 70,000 with a registration of 10,000, the population composed mostly of foreigners, Italians and Bohemians predominating. The work of the library increases daily and Mr Teal's wish for the future is a well equipped library building.

Ida F. Wright, librarian, Public library, Evanston, Ill., told of the unusual things in her library—the music room with its duo-art reproducing piano, its collection of music rolls and records lent on regular library cards, the medical collection housed in a special reading room, the hall for meetings and story hours, the historical room containing many valuable documents on Evanston and Illinois history, the book auto, and the special "library day" every year, when the library staff are guests of the Evanston woman's club.

William Hamilton, librarian, Public library, Gary, Ind., told of the activities in that town of 70,000 where the main library and six branches are doing specialized work with the schools. The salaries of three trained children's librarians are paid by the Board of education. The Gary library is also serving adjacent townships and doing much constructive work.

Orlando C. Davis, librarian, Public library, East Chicago, Ind., emphasized its work with the very foreign population of that town. The library has books in 20 different languages. It is also specially interested in work with the American Legion and special groups.

Carl B. Roden, librarian, Chicago public library, told of the proposed bond issue of \$3,000,000 which is being advocated with the view to extensive development of public library service in Chicago, the first move being an extensive program of library building.

George B. Utley, librarian, Newberry library, Chicago, the fourth library in the United States in possession of incunabula, talked interestingly of the growth of the Newberry library, particularly along the line of books printed in the fifteenth century.

The January meeting was social in its makeup and was much enjoyed.

The Puget Sound library club held its semi-annual meeting, December 30.

Luncheon was followed by two discussions: Some supplements to public library service, by the president, Marguerite E. Putnam, University of Washington library; and Everett's branch library on wheels, by Mabel Ashley, librarian, Everett public library.

Plans of the University of Washington's new library building were shown.

Mary A. Batterson, head of the circulation department, Tacoma public library, was elected president for the coming year. In view of the fact that the conference of the American Library Association meets in Seattle next June, the club voted to omit the semi-annual meeting in May.

Coming meetings

The Atlantic City meeting will be held March 27-28, at Hotel Chelsea.

The 1925 meeting of the Illinois library association will be held in Rockford, October 13-15.

The 1925 meeting of the North Carolina library association will be held at Chapel Hill, probably in the fall.

The New York State library association will hold its 1925 conference at Vassar college, Poughkeepsie, the week of June 15.

A regional library conference for the New England states and New York will be held at the New Ocean House, Swampscott, Mass., June 22-27.

A joint meeting of the state library associations of Minnesota, South Dakota, Nebraska and Iowa will be held in Sioux City, Iowa, in October. The meeting has been designated a regional meeting of the A. L. A.

Illinois institutes

The circle of time and places in Illinois where library institutes are to be held shortly is as follows:

February:

Lake Forest, 5; Elmhurst, 6; University of Illinois, 13; Collinsville, 19; Benton, 20; Belvidere, 26; Joliet, 27.

March:

Lawrenceville, 8; Peoria, 12; Moline, 13; Quincy, 20; Watseka, 27.

April:

Polo, 6; Springfield, 17.

The local librarian is the hostess of each meeting.

Interesting Things in Print

A new edition of Books and pamphlets on library work, under date of January, 1925, has been issued by the A. L. A. This is, of course, somewhat enlarged, carrying material down to date. Publications of 1924-25 are starred.

A note from the editor of the *Weekly News*, New York League of women voters, states that the "very finest paper on the child labor amendment" that has yet appeared was published by the National Education Association under the title, *Appeal to Ignorance*, in the January *Journal of the N. E. A.*

The November *Bulletin* of the New York public library, under the title, *Branch Library Book Notes*, presents a very valuable booklist—Some enjoyable books of 1924. The books are classified and it is needless to say that everything included in the *Bulletin* is admirable for library purposes.

There has been sent out from A. L. A. headquarters a list of the association's publications for 1924, bearing the inquiry, "Have you missed any of these?" The explanatory notes accompanying each entry on the list will, every one of them, appeal to some library worker, so that careful perusal of the list is well worth the time of any librarian.

An interesting little booklet has been issued by the Public libraries, Bermondsey, England, under the title A B C guide to the Public libraries and their use. A lay-out of the libraries and the character

of the collections in each department, lists of periodicals and newspapers received, and the rules and regulations of the libraries are included in the booklet.

Western Reserve university, Cleveland, O., has issued a very handsome calendar for 1925 commemorating "the last year of the first century." The calendar is beautifully illustrated with pictures of the various buildings in the Western Reserve group. A notable fact is that the picture of the Library Science building is in the middle of the calendar, something that is unusual with most universities, where the library comes in near the end. Typographically, the calendar is a thing of beauty.

The January number of the *Journal of the N. E. A.* is of unusual size and chock full of interesting things. A matter of general interest is the splendid support the *Journal* is giving to the child labor proposition and showing that educational workers recognize that the opposition largely comes from shrewd propaganda of the manufacturers. Other matters being stressed are enforcement of laws and respect for law and authority in general. It is becoming increasingly clear that these are fundamentally educational problems and that it is necessary for professional organizations to give these things serious and continuous consideration for some time.

A most attractive set of book marks bearing holiday greetings to the users of the library, was sent out by the Public library, Dayton, O., during the holiday season. Each book mark carried a list of books on individual current interests. For instance, the Helen Keller list proved very useful since Miss Keller was the guest of the Dayton Association for the blind for a week. The schools wrote essays and the clubs discussed and entertained this remarkable woman so that the list was most timely and welcome. The Christmas lists, many thousands, were exhausted in a short time. They were used on a good many occasions as buying lists for the holidays. Other lists were: English novels of distinction, New books on travel, New books on the drama, Books

for younger children and New books on biography.

On application, libraries throughout the country will be furnished with copies of a 36-page pamphlet, *How to invest your money*, recently published by the Better Business Bureau, New York City. The pamphlet deals in an elementary way with the principles of sound investing, prescribes the fundamental test of a sound investment, warns against the pitfalls by which unwary investors are trapped, tells where information can be obtained before investing and sets out 10 preliminary questions for the use of the investor in judging an offer made to him.

The Better Business Bureau does not sell securities. It is an institution maintained by legitimate business firms in New York City to protect the investing public. It coöperates with 40 other similar bureaus throughout the country and with the National Vigilance committee of the Associated Advertising clubs of the world.

The Public library, Kansas City, Mo., has issued 10 book lists under the title, *The Home Student*. These lists are classified by subject, are brief, and the entries bear the library call number. They are as follows: Ancient history, American history, European history, English history, Civics and government, Economics, Modern drama, Religious education, Contemporary English novels, and American literature.

Several of the lists bear the following quotation from the opening address of Chancellor Herbert S. Hadley to the students of Washington university, St. Louis:

If you could get but one result out of your university course, I would rather you would get a love for and a habit of reading good books than any other. With such a feeling and habit you will become educated and cultured men and women; and without them there is little if any chance of your doing so.

Another helpful list bears the title, *Stories of these United States*—a reading list for young people on the history of the United States, based on the compilation of Myron W. Williams, Phillip Exeter academy.

Adult Education and the Library, No. 2, V. I. has recently been issued by the A. L. A. This is a larger pamphlet than No. 1 in the volume and is valuable not only for its discussion of adult education and the place of the library in the movement but also for the valuable bibliographies supplied by various organizations over the country which have given attention to the subject of adult education. Reviews of what has been done by various groups in the United States, the British Empire and other foreign countries are also valuable and interesting.

These pamphlets are mailed free to all members of the A. L. A. and to a limited number of other persons interested in the subject of adult education. Additional copies may be secured from A. L. A. headquarters, 86 East Randolph street, Chicago, for 25 cents a single copy and in lots of 10 or more for 15 cents.

The editors of the pamphlet have adopted as the legend for the cover the following from Dr John H. Finley:

I look forward to the day when we shall have a system of adult education in the state which will reach every man and woman as we are now reaching the child. And the librarian will be as important a factor in that place as the formal teacher or the lecturer, perhaps the most important and inspiring factor.

A Library Tool

Dickinson, Asa Don. One thousand best books; the household guide to a lifetime's reading. Doubleday, Page & Co., 1925. \$5.

This is a sifting of all the lists of "best books" produced since 1887 when Sir John Lubbock gave the first impetus to that pastime with his famous selection in the "Pleasures of life." Fifty-eight of such lists, made by people of varying literary attainments, have been recorded, described and collated in the present work.

Such a task could have been undertaken only by a book-lover who is also a librarian, or rather, by a librarian who is also a book-lover. Book-lovers who are not librarians—Arnold Bennett, for example—have frequently been touched by the wistfulness of numbers of readers

unable to find unaided that companionship and solace in books which they vaguely felt the need of but could not grasp, and have attempted practical aid in essays on reading and lists of books. But no one but a librarian who is also a book-lover could have done the job so thoroughly, managed it so systematically and with so much patient persistence, and brought it to so satisfactory a conclusion as Mr Dickinson, who is both librarian and book-lover—with a good deal of editorial experience added—has succeeded in doing in this ingenious compilation.

The work begins with the thousand books oftenest mentioned, arranged alphabetically by author, with dates, annotations and references to the lists in which each title is included. There follows an arrangement of authors by dates, by nationality, by frequency of inclusion in the several lists. Walter Scott leads with a score of 38, while Arnim, Beckford, Dunstan and E. W. Howe bring up the rear with two. Titles are also indexed alphabetically and by frequency of mention. Another arrangement brings them together once more under subject. Finally there are lists of successive courses of home reading covering a period of ten years, from 1925-1935, and the home library of two hundred volumes recommended by the General Federation of Women's Clubs.

Some of the authors and titles met with are surprising. One wonders that the mesh has been fine enough to retain such comparatively small fish as Frances Hodgson Burnett—alphabetically flanked by Edmund Burke and Fanny Burney, or the author of *David Harum* immediately following John Wesley! On the whole, however, almost all of the names, both ancient and modern, are those whose place in such an array is undisputed.

This book will appeal very strongly to the self-conscious reader who is making a business of becoming well read and who possesses the perseverance requisite to carry out so laudable an intention. But it will be used even more by the librarian, who will value it highly for its wealth of suggestions and its practical utility in list making, in quick reference to specific

authors and titles, in book selection and in various other relations to his day's work, not forgetting Adult Education!

LORA A. RODEN

Books

Browne, Waldo R. *Altgeld of Illinois—A record of his life and work.* Heubsch, 1924. \$3.

Altgeld of Illinois by Waldo R. Browne, son of Francis F. Browne, is a great book. It is full of actual inspirational power for the group of real Americans who see in any era of political slander and chicanery a menace to perpetuation of those high principles of honor and liberty which the fathers of the Republic wrought out of the days of their devotion and sacrifice.

It seems strange at this distance and in the growing knowledge of the character and life of John P. Altgeld, governor of Illinois in the exciting days of 1893-1897, so much that was untrue should have been repeated so often as to become almost universal belief outside the field of his friends and associates. But of how few great Americans has it been otherwise?

Mr Browne has patiently unraveled the tangles of prejudice and calumny, revealing statesmanship and devotion to right principles, in the very records of Altgeld's enemies, till there is presented a most dramatic story of a great man, a patriot whose moral force was "evil spoken of" to an extent that is not understandable. Mr Browne quotes from the papers and printed records of the times, bringing to light matters and means, men and measures, that stand both as examples and warning for the men of public affairs of days to come.

Mr Browne knows how to tell a story and his writing of *Altgeld of Illinois*, evidently a pleasant labor of love, makes a book that should be pushed. Not since the early stories of the life of Lincoln, which Altgeld's experience parallels, has there come so gripping a story of a great American.

"Some aspects of modern poetry," by Alfred Noyes, is one of the recent books which those who are trying to penetrate

the literary atmosphere of the day will do well to read thoughtfully. In doing so, they will also receive a great deal of pleasure.

"There is neither new nor old poetry—there is only poetry," says Mr Noyes. This is something for which many persons have been waiting for a long time. It is like speaking of new beauty. Beauty was beauty in the garden of Eden. It will be in the day foretold by Macaulay in his *The last man*. Poetry that is poetry today is as much poetry as it was in the days of Shakespeare. Through the years, critics have disagreed as to the qualities high or low of poetry and this will likely continue.

There is evidence that Mr Noyes takes up the post of defender of the poets of days gone by, particularly those of the mid-Victorian period. There is little concerning what is usually called the work of the modern poets, that is, those of the past 25 years. He makes special presentation of the claims of Tennyson, which it is well to put in the clear in this generation when, without knowledge of the man, his day or his environment, there be those who would remove his name from the map. "There was never," says Mr Noyes, "a more ridiculous spectacle than that of a generation which, with much exaggerated promise, an unparalleled amount of bluff and little performance, has taken upon itself to condemn the greatest of the Victorian literature as utterly unprofitable."

An intelligent consideration of the field of poetry, as of every field of human endeavor, must bring the conclusion that we can build today only because of the progress and building of days gone by.

Mr Noyes' presentation of Stevenson as a poet is something of a surprise at first because one thinks of Stevenson as an essayist and story-teller rather than a poet. The same may be said of Emerson but Mr Noyes places them among "the master singers of the earth."

Mr Noyes' comments on the really moderns are forceful, perhaps a bit impatient, not so much because of the poetry they have written as what they say and seem to imply concerning the poetry writ-

ten before them and which will live after them. He makes beauty and truth the bases of poetry and will not allow that these are discoveries of the present day.

Whether one agrees with all Mr Noyes says or not, "Some aspects of modern poetry" is a good book for those who deal with books.

A volume which might be very wisely duplicated in many copies for frequenters of the children's room in libraries is that recently issued under the title, *The constitution of our country*, by Frank A. Rexford and Clara L. Carson, both connected with the high schools of New York City. The volume, intended as a textbook for the upper grades and junior high school and prepared by teachers in the Civics department of the New York City high schools, is fascinating in its story-telling qualities and its clear-cut, direct interpretation of the constitution will interest not only children but all those whose real knowledge of what the constitution is and what it stands for is rather misty.

The story portrays the interesting history of the making of the constitution, and contains the Mayflower compact, the Declaration of Independence, the Bill of rights and the constitution itself. It makes clear to the reader the duties and powers of the departments of the government and the responsibility of citizens in making that government desirable. The use of cross references and foot-notes should stimulate further reading on the subject by many who will enjoy the book. The positive statement of facts in a succinct way makes the book a valuable reference tool for desk use. (Am. bk.)

A new and revised edition of *Sociology and modern social problems* has been issued. (Am. bk. co.) This volume was prepared by Dr Charles A. Ellwood, professor of sociology, University of Missouri. It correlates the problems of sociology with those of economics, stressing their inter-relationship.

While intended as a textbook, there is much in this volume that might be used in studying any problem with an economic

and sociologic side to it. It traces man's evolution through the first stages of society down to the complex order of today and, very interestingly, the various forms of family life which have gradually developed from the simplest beginnings to the present modern family with its many problems. The author states that where there is growth of population, with its immigration, race, poverty and pauper problems, there is also advance of education and social progress. The United States affords the greatest sociological laboratory for students that can possibly be found, for American students at least.

Examples and statistics are given to illustrate the matters under discussion, and a very valuable and proper feature of the volume is the large number of references which follow discussion of the various topics treated.

A timely volume which makes very interesting reading is *Principles of Christian living* by Gerald B. Smith, professor of Christian theology, University of Chicago, also editor of the *Journal of Religion* and editor, with Shaile Mathews, of *A dictionary of religion and ethics*.

The theme of Dr Smith's ethical thought is that "right and wrong are not to be determined by abstract formulas but by analysis of the actual situation." Ethical ideas must keep pace with changing social conditions. Historical aspects of morality are viewed as the outgrowth of the social experience of the age. Throughout the book runs the motif that life is a spiritual adventure rather than a cut-and-dried system.

One reviewer says:

Men recognize today that there are more arts than the accepted seven. Moral living and above all Christian living is an art, too, in the sense of being a creative task.

Of course the quest for the good is ageless; but seldom has that quest been undertaken with more freedom or with less dependence upon code and formula than in *Principles of Christian living*.

A piece of valuable scientific bibliography has been prepared and published by a librarian who was probably moved to do this by the need he felt for a research tool of this kind. It is the work

of Max Meisel, B. S., B. L. S., for some time in the Science division of the New York public library.

A descriptive note concerning the bibliography states:

A bibliography of American natural history; the pioneer century, 1769-1865; the rôle played by the scientific societies; scientific journals; natural history museums and botanic gardens; state geological and natural history surveys; federal exploring expeditions, in the rise and progress of American botany, geology, mineralogy, paleontology and zoölogy, v. 1. Premier Publishing Co., Brooklyn, N. Y. 1924. 244p. 23½cm.

This is an annotated bibliography of the publications relating to the history, biography and bibliography of American natural history and its institutions, during colonial times and the pioneer century, which have been published up to 1924. . . .

The story of Little Dog Ready and how he lost himself in the big world, by Mabel F. Stryker (Holt), is one of the prettiest animal stories that has appeared lately. It makes a very attractive book, a large measure of the attractiveness being lent by the illustrations, the work of Hugh Spencer. If the measure of a book's worth lies in the feeling which it leaves for the story, then one may highly recommend this story "for young people, six to nine," even though through the eyes of the grown-up mind there seems a bit too much make-belief in the animal intelligence. The choice of words is excellent, making sentences, of course, that please. Decidedly a book for the children's table.

The collection of German books, prints and music which was on exhibit in Chicago at the time of the A. L. A. mid-winter meeting will be on exhibit at Columbia university, New York City, January 26-February 6.

It is reported in the public press that there is soon to be established a national library for Turkey at Constantinople. This will include the existing libraries of Stamboul university and the private library of the former Sultan Abdul Hamid. It is hoped that a multitude of manuscripts of great value which have been collected in Constantinople in past centuries may be made accessible to the world by the new organization.

Library Schools

Drexel Institute

By action of the Board of trustees of Drexel Institute, the Drexel library school has become a school for college graduates and the requirement for entrance to the class, beginning September, 1925, is the completion of four years of academic work in an approved institution. This change has been made on account of the demand for trained librarians who have a college education. The curriculum of the library school presupposes a good education on the part of the student and as the present equipment limits the class to 25, due consideration will be given to those graduates who offer the best preparation, personality and other qualities which make for leadership.

The class visited the library of the Historical society of Pennsylvania during the celebration of its one hundredth anniversary and enjoyed the fine exhibits displayed on this occasion.

The students were guests of honor at a reception given by the Alumni association, December 11, in the picture gallery. Officers for the ensuing year are: Susan E. Black, president; Mrs Martha C. Leister, vice-president; Caroline B. Perkins, treasurer, and Eleanor Wells, secretary.

The recent visit of Carl H. Milam, secretary of A. L. A., to Philadelphia was enjoyed by the students. Mr Milam spoke on the activities of the A. L. A.

The class also had the pleasure of listening to Sarah B. Askew of the New Jersey library commission on how to get the public interested in the county library.

ANNE W. HOWLAND
Director

Carnegie library, Atlanta

The library school had its official visit from the Board of education for librarianship, December 19. There were four of the members in the party, Miss Howe, Miss Smith, Mr Strohm and Mr Wyer.

The Christmas holidays began December 24, and work was resumed January 5.

Miss Crumley and Miss Cox attended the Midwinter meetings in Chicago, where Miss Crumley presided over the meeting of the Association of American library schools, January 1.

On January 17, the school had the unexpected pleasure of a visit from Mary E. Downey, librarian, Denison college, Granville, O. Miss Downey talked to the class on the library field in the states which she knows intimately, touching on Ohio, Utah, California and North Dakota.

SUSIE LEE CRUMLEY
Principal

Los Angeles public library

Gertrude McLaughlin, '18, librarian of the County free library on the island of Kauai, territory of Hawaii, talked informally to the students about her experiences with oriental children.

Mr Reavis began his course in book-binding, December 10.

Special lectures in the course in children's literature have been given by educational experts. Miss Veverka, Miss Dearborn and Mrs Finegan, supervisors of reading and language in the elementary schools, spoke on the psychology of reading and the principles of curriculum making. Elizabeth Burnell, supervisor of nature study, made the use of nature books fascinating. Frances Clarke, librarian, Training school; University of California, Los Angeles, gave a charming talk on poetry for children, and Marian P. Greene, librarian, Alhambra public library, gave illuminating illustrations of the principles of story-telling.

Jean Doan, '05, was married to Mr Hodges in December.

Loretto Clark, '06, was married to John McCourt of Mexico City.

Dorothy Swanson, '25, was married to P. S. McKinstry of Los Angeles.

MARION HORTON
Principal

New York public library

The major part of the junior courses in book selection has been completed, problems having been assigned by Miss Bacon and Miss Jackson as final tasks in connection with the instruction given by them. Greater emphasis on administrative topics is consequently possible toward the close of the semester, and among those which the students have recently heard presented by outstanding speakers are high-school library work, discussed by

Mary E. Hall; the activities of the Public library, New Brunswick, N. J., described by Harold F. Brigham; work of the Free library, Endicott, N. Y., outlined by Margery Quigley; library conditions in Russia and in Central Europe, portrayed by H. M. Lydenberg; and events and personalities in early American library history, recounted by R. R. Bowker. The junior students have also visited Cooper Union library, the New York Society library, the library of the Mercantile library association, the libraries of Lincoln school and Girls' high school, Brooklyn, new Bryson library at Teachers' college, and several branches of New York public library.

The Library School alumni association entertained the junior students at tea, December 3. A large number of former students were in attendance, which gave opportunity for a broadening of acquaintance on the part of the members of the entering class.

ERNEST J. REECE
Principal

New York state library

The first semester ended with the mid-year examinations the last week in January and the second semester opened February 2.

Visiting lecturers and instructors scheduled near the close of the first semester were Zaidee Brown, Mary L. Alexander and Rebecca B. Rankin. Miss Brown concluded the course on loan work with seven lectures and with conferences with individual students on assigned practice work and reading. In connection with the course on special libraries, Miss Alexander of the firm of Barton, Durstine & Osborn, advertisers, spoke on the business library with special application to her own work. Miss Rankin, who introduced this course, concluded it by a conference with the class in which special library work in general and the specific lectures and assigned reading were discussed.

The first half of the second semester will be given very largely to visiting instructors furnished by the Alumni association. As announced in PUBLIC

LIBRARIES for last November, the Alumni have generously provided a fund of \$3000 for three years for a lectureship at the school.

Since no appointment has as yet been made, part of the fund for this year is being used for the junior and senior courses on administration, school library work, loan, order and accession work.

Arrangements for much extended work by visiting librarians, who are busy people, have necessitated considerable readjustment of the school's program, and explain certain departures from the program as outlined in the current *Circular of Information*. The most important change has to do with the elimination of field practice work outside of Albany and its immediate vicinity, the reduction of the total requirement in practice work from 200 to 108 clock hours and the postponement of the library visit until after the middle of April. It is believed that strengthening of the courses as described above more than offsets any loss sustained in the omission of the field practice work, especially as most of the students have had more or less practical library experience and field work can be found for those who especially desire it during the summer.

EDNA M. SANDERSON
Vice-director

Pratt Institute

The second term began January 5. The work of this term has two focal points—the book and library administration—the regular class-room work centering around the one and the lectures from librarians in the field emphasizing various phases of the other. The book subjects include the principles of book selection, subject and trade bibliography, standard editions, periodicals, work of the order department, book-buying and publishers. Reference work continues during this term and cataloging advances to the consideration of continuations, pamphlets, government publications and other knotty problems.

Visiting lecturers so far have been Margery C. Quigley, Johnson City; Rebecca B. Rankin, N. Y. P. L. Municipal

reference branch; Mary Parker, Federal Reserve Bank, New York City, and Edith L. Smith, librarian, Morris county library, Morristown, N. J.

The vice-director attended the several library meetings held in Chicago, December 31-January 3. A number of graduates of the school were present during part or all of the time, and a pleasant breakfast party of Prattlers was presided over by President H. H. B. Meyer on Saturday morning.

JOSEPHINE ADAMS RATHBONE
Vice-director

St. Louis public library

The class of 1925 has organized and elected the following officers: Cleo Parsley, St. Louis, president; Margaret T. McIntyre, St. Louis, vice-president; Ethel Tadlock, St. Joseph, secretary-treasurer.

C. Seymour Thompson, director of the Library survey, has given two lectures in connection with the course in administration, one on the survey and one on the administration of a small library.

Mrs Harry C. January, secretary of the Consumers' league of Missouri, lectured to the school, December 3, on Women in industry.

Martha Marie Vaughn, '23, formerly chief, circulation department, Public library, Mason City, Iowa, has been appointed chief of the circulation department, Carnegie library, Oklahoma City, Okla.

Mrs Margaret Denan Golterman, '18, cataloged the High-school library at Wellston last summer and is at present cataloging a private library.

Mary Jewett, '23, is a reviser in the Library School office.

Eleanor Boving, '24, has been appointed acting children's librarian, Divoll branch library.

Marie J. H. Noordman, '24, of Leyden, Holland, is gaining practical experience in the catalog department, St. Louis public library, before returning to Holland.

ARTHUR E. BOSTWICK
Director

Simmons college

The second term began auspiciously, January 5, with all members of the senior and college graduate group back ready for the next chapter. The only loss from that group so far this year has been one Smith graduate who, to the regret of the

school, was forced by a serious illness to leave within the first weeks.

Miss Donnelly represented the school at the midwinter A. L. A. conference in Chicago.

Plans for the summer session are matured and include the offer of courses in reference, in children's literature and story-telling, and a six weeks' course in school library work. Miss Blunt and Miss Donnelly of the regular staff and Helen Burgess, librarian, John Adams high school, Cleveland, will be the instructors.

JUNE RICHARDSON DONNELLY
Director

University of Washington

The winter quarter opened, January 7, with a registration of 27 students. Two students completed the work of the library school with the fall quarter and have received appointment—Marion Taft, University of Idaho library, Moscow; Mrs Florence Harris, cataloging the Washington Medical Association library, Seattle.

Anne Hall of the Seattle public library staff is conducting the course in children's work.

Elizabeth Edwards, '23, is assistant in charge of work with children and schools, Public library, Salem, Ore.

Mary Lee Hall, '20, is in the New York public library.

Anna Laura Bowles, '21, is head of the Green Lake branch library, Seattle.

Frances Robbins, '24, has been appointed assistant in the circulation department, Spokane public library.

Doris Hoit, '18, has been appointed head of the Sterling branch library, Cleveland, O.

Esther Hitchings, '23, was married to Robert W. Knox, November 18.

W. E. HENRY
Director

Western Reserve university

School work was resumed January 5, after the Christmas recess. The major courses will require most of the time of the students for the remainder of the semester. The course in loan work given by Pauline Reich, librarian, Carnegie West branch, was concluded before the Christmas recess and also Prof Robinson's course on Principles of education.

The A. L. A. survey questionnaire was explained to the students by Miss Sar-

geant-Smith, a member of the Survey committee, whose intimate knowledge of the preparation of the questionnaire gave the students some insight into the task involved and aroused keen interest.

Ruth C. Savord, '14, is now librarian of the General Education board, New York City.

Hortense S. Mitchell, '16, was recently appointed assistant to the supervisor of children's work, Public library, Los Angeles, Cal.

Lucile M. Campbell, '23, is now assistant in the College for Women library, W. R. U.

Ruth E. Judson, '20, was married, December 16, to John D. Williams of Springbrook, Pa.

ALICE S. TYLER
Director

The library school of the Carnegie library, Atlanta, Ga., has raised its standards to those of graduate institutions, four years of college work being required for admission. Six schools are reported as requiring college degrees for entrance.

The Graduates Scholarship fund of the library school of Pratt Institute, Brooklyn, N. Y., became productive for the first time, January 1, 1925. The award of the scholarship has been made to Jennie Doris Dart, '25.

Reorganization in Michigan Library

The extension division of the Michigan state library was reorganized last summer and is now prepared to take over the work carried on by the old library commission. Its purpose is to encourage the establishment of libraries and increase their efficiency. The State library offers help, through conferences, visits, correspondence, etc., in the establishment of new libraries, in classifying and cataloging small book collections, by installing loan systems and instructing librarians for schools and cities, and by advising on administrative and financial problems.

All libraries of the state are eligible for this aid and the work will be carried on by a director and organizer. Traveling libraries will be sent to any place in Michigan lacking other library facilities. Clubs and other organizations may have libraries made up to cover their study programs. Application for this service should be made to the State library, Lansing.

Department of School Libraries

Adult Education in the Teacher-Training Library¹

Willis H. Kerr, librarian, Kansas State teachers college, Emporia

Adult education—this new thing we librarians are talking about—is as old as the Bible. For when Philip said to the Ethiopian, "Understandeth thou what thou readest?" the answer was, "How can I, except some man guide me?" (*Acts 8:26-31.*) And was not the synagogue, with its open-forum reading and discussion, a fairly good organization for adult education?

Adult education in a library is a personally conducted individual tour to new power.

"Education should never end," is the caption of an editorial in the *Kansas City Star*, December 7, 1924, referring appreciatively to the interest of the American Library Association in adult education. Could we wish for a more satisfactory appraisal than the *Star's* statement that "The movement . . . assumes that the real education is not in the schools and colleges, but that such education merely prepares the way for an easier grasp of the problems of life and a trained capacity for its enjoyment"?

Last summer a college professor described to me the sort of laboratory he would like for his classes in English: "A large, well-lighted room, with tables and chairs," he itemized, "and a large bulletin board and a good selection of pictures that tell stories. And then I want a blackboard on which may be put the opening paragraph of a short story subject to various developments, or a plot be worked out graphically, or a few verses of poetry be allowed to work their suggestion. And above all, I want the room full of books—all the great masters of story and essay and verse and philosophy and history, and all the books of fact—so that students may pass from the challenge of an idea to the inspiration of

the masters or to the verification of fact and then to actual writing while under the spell." Barring the blackboard, I thought he described a *good* school library; and I believe school libraries will come to the blackboard and other visual devices (if they have not already). Was he not describing a proper teaching function of the library—the hand-to-hand, person-to-person grappling with ideas, facts, materials significant to the student and valuable to him in preparing the way "for an easier grasp of the problems of life and a trained capacity for its enjoyment"?

From that, the professor and I fell to talking of ways of making books work, ways of getting teachers to use books as spiritual forces and not as physical materials, ways of bringing students to turn to books as friends engaged with them in finding the answer. "It's soul doctors we want to be," said my friend, and if I understood him, he continued like this: "We must be able to diagnose spiritual and intellectual ailments; and having diagnosed, we must know books so widely and so wisely as to be able to prescribe, saying, 'You need this great story today, and follow that with this, and then come back to me and let me look at you.'"

Adult education in the teacher-education library is what the Ethiopian on the chariot called guidance so that he might understand what he read. It is what Ian Hay Beith, in his little story, "The liberry," called being an authority on human nature. It is contact with your alumni, such as John Buchan ascribes to the Glasgow University library in 1683. It is what the *Kansas City Star* calls "an easier grasp of the problems of life and a trained capacity for its enjoyment." It is hand-to-hand laboratory work with students. It is soul doctoring.

I believe this is adult education, because in all this the library *does* something to professors and students who are its clientele. It seeks, consciously to itself at least, to give them a library education.

¹Extracts from a paper read before the Normal School Librarians meeting, A. L. A., Chicago, January 8.

For the kernel of the adult education idea for any library is working hard on the job. The library cannot and must not stop with being worked hard by its public.

Some of the ways in which a teacher-training library may work at its job of adult education are simple, some complex. All of them require planning of the library organization and methods, in every department and process, to take part actively in the teaching duty of the library. They require recognition of this teaching activity of the library by its users and by the administration which provides the library for the school. Really there are three problems: What to do? How to do it? and, How to be supported in doing it?

How, for instance, can we teach faculty and student to be more tolerant (perhaps I mean more resourceful) in their use of book materials? Most teachers like to be resourceful in suggesting or requiring reading, but not all nor even a majority are successful in making students realize that the social use of books means that not in *a* book but in *many* books is the beginning of wisdom.

Take evolution, for example. Will not the resourceful teacher, and certainly the wide-awake librarian, lead the student to read both Vernon Kellogg's little book and also that of W. J. Bryan, and after comparing the two points of view, to come to a conclusion without prejudice? In other words, let the student learn that man is guided sometimes by science, sometimes by tradition. Or another example: Even though H. G. Wells is condemned as a poor historian by some historians, and condemned as an atheist by some theologians, and condemned as an Englishman by some of the hundred percenter, is the student not to get some of his enthusiasm and vision and ability to say things?

I believe that the library has a moral and intellectual responsibility which goes beyond merely handing out what is assigned or called for. I fear that we shall always have intolerance somewhere in education, and that therefore librarians should know as much as possible about

all fields of knowledge and all books and how to lead the student from one book to another or from other books back to the one book, in order to find truth.

Selecting with imagination and intelligence the books for the library, and then using ingenuity to get them into the hands of the individuals they are fitted for; cataloging the books in such a way that they may be approached and found from many directions; using lists, bibliographies, and other aids in broadcasting the resources of the library; the supplying of information, instruction, or simply freedom to the students and browsers with their infinitely varying needs and tastes, are some of the items in a program of educational activity within its proper sphere by the teacher-training library. Most of these items mean better prepared and better paid librarians and staff members, and many more of them, more and better equipment, more room, more books, more money, more freedom to make and execute library policy, and more intellectual and academic recognition. But having caught the vision and set ourselves the task, who shall say we cannot achieve?

College Librarians

The college librarians met in Chicago, January 2, with Rose Ball, Albion college, Michigan, presiding. There were about 70 persons present.

John F. Lyons, McCormick theological seminary, Chicago, in speaking on book purchases, allowances and methods of ordering books on approval, said there are many methods in practice, varying with the needs of the institutions. Some have department allowances; others have no budget for departments, the librarian making all the selections, anticipating the needs of the faculty and their classes. In some libraries, the funds are evenly distributed, in others the allowance varies for the different departments from \$50 to \$200. A difference in the total purchasing allowance should make a difference in method of distribution.

Publishers are usually glad to send books to the library on approval, the return transportation to be paid by the

library. The books should be ordered by the librarian, not by faculty members.

A. S. Root, Oberlin college, gave a humorous presentation of Adult education in the college library. "First of all," he said, "educate the faculty; not in their own field, but along other lines of knowledge, and especially in how to use a library. Suggest some interesting book to either faculty or lay readers and follow it up with other suggestions." To one old lady, a diet of Walpole and Pepys was prescribed, but before further diagnosis the "patient" died! "Study the community, search out the people who do not come to the library, consider their special interests, and prescribe a book, and in this way the library may soon greatly increase its sphere of service and aid in the adult education of its locality."

Mary E. Downey, Denison university, Granville, O., discussed collecting of debate material. Points emphasized were: Know the subject at once, long in advance of the debate; exhaust every possible resource in securing material either through purchase, gift or inter-loan. The librarian rather than the student should collect the material. This should be placed on reserve and fair play in its use should be the practice of all who use it. Marking of this library material should not be permitted. A special room for its use should be provided, if possible. Fines and penalties should be imposed, when privileges are abused, either on the individual or on the group.

W. H. Kerr, Kansas State teachers normal school, Emporia, very kindly consented to adapt his "measuring stick" to college libraries, in "attainable standards for college libraries." Under this, the various items included in the A. L. A. report form were discussed. In ascertaining the reading room use of books, an estimate may be made by counting the number of books which are returned from the tables to the shelves, although this method cannot give an accurate count of use. If daily attendance is not kept, an approximate count may be arrived at by computing the average hourly attendance of a day or a week once each season. Hours of staff service vary from 38 to 48, in the different libraries, the tendency

being toward shorter hours and better service. Vacation allowance varies from 4 or 6 weeks plus the shorter vacations. Ranking of college librarians and salary vary from that of instructor to dean of the college. Sick leave is usually allowed the same as for other faculty members, with or without provision for a substitute.

In the discussion, the point was emphasized that the work of the library and its importance to all departments of the college should be recognized and appreciated, and that adequate financial provision should be made for able and efficient administration of the library. S. H. Ranck, Grand Rapids, Mich., who had been gathering data on over 200 college libraries, said that in one well-to-do institution the rate of library expenditure was found to be \$40 per student. In this same institution, not a large one, were five trained assistants, showing that the importance of efficient library service was recognized in the provision thus made.

G. F. Bowerman, Public library, District of Columbia, urged college librarians to make a careful reply to the questionnaire on library personnel, reporting to Mr Telford, 26 Jackson place, Washington, D. C., who would send blank forms to any who had not received them, if requested to do so.

The importance of a required course in library methods, especially in the use of reference works, with credit, and with adequate provision for the teaching of such a course, was set forth by Iva M. Butlin, Beloit college, Wisconsin.

Lillian M. Guinn, Bradley polytechnic institute, spoke decidedly to the point on the subject of student help. Her paper will be published later.

The question of the hour system in reservation of books did not receive much attention since none of the college librarians present had used it. A visitor who was present, a normal school librarian, had tried it and seemed to think it had advantages.

In a discussion of the classification of biography, the consensus of opinion seemed to be in favor of placing the biographer with his subject—in history, science, literature or whatever his field might be. In case he was not identified

with any special field or subject, he could be classified in the individual group provided in most classification schemes.

A motion was unanimously carried which provided that the committee for next year take up the matter of a required course, in the college curriculum, in the use of reference works, and that the committee formulate a statement to be sent to all the college presidents of the Middle-west, with the request that they present the matter to their curriculum committees for serious consideration.

The new committee members for the coming year are Mary E. Downey, chairman, and Edward W. King, librarian, Miami University, Oxford, O. The present secretary-treasurer was continued.

ANNETTE P. WARD
Secretary

Report on School Finances in Illinois

The American council on education, Washington, D. C., has issued through the Macmillan Company, a report of the Educational Finance Inquiry commission in regard to the financing of public schools in the state of Illinois. The report was prepared by Henry C. Morrison, a member of the commission and professor of education, University of Chicago. The report forms V. 9 in the *Publications* of the American council of education, and while based on conditions in Illinois, it is a mine of information concerning school revenue—economic consequences, remedies, costs, etc.—which makes it helpful in any survey of educational activities.

The policy of the commission has been to select a few states where conditions would seem to give maximum values in answer to inquiries, the states selected being New York, California, Illinois and Iowa. The present volume presents material and conclusions reported at length in the other three volumes of the Illinois series, which are, *The political unit of public school finance in Illinois*, Floyd W. Reeves; *The public school debt in Illinois*, George W. Willett, and *A study of public school costs in Illinois cities*, Nelson B. Henry.

The foreword to the present volume states that it has been prepared in the in-

terest of school executives, members of boards of education, students of public finance in general and the financing of public schools in particular, but it is intended that the material be serviceable to all citizens interested in the cause of popular education.

School Coöperation

In an account of coöperation between the public library and the public schools of Bristol, Conn., the superintendent of schools, Karl A. Reiche, says:

We are beginning a new coöperation with our local library this year in four of our large town schools. We are allowing a period of 10 minutes per week per room for pupils of grades five to eight inclusive. In this period the pupils go to a schoolroom in their building and there they are met by a representative of the library. There are from two to four hundred books in the room and the pupils then select their books. There is no teacher in the room at the time and the pupils, who vary in group numbers from 15 to 30 (for this is all voluntary and pupils are not required to go), then get their books in the same way in which they would get them at the library.

As I am watching this process I think it is accomplishing some of the following things: First, it is causing children to take home good reading matter which they might not otherwise take the time and trouble to look up. It relieves the classroom teacher of all responsibility concerning books, that are lost or mutilated, books that are kept out overtime, etc., as now the librarian takes full charge. All records as to the number of books taken are kept by the librarian, relieving the classroom teacher of any record problems. The pupils are beginning even at this early date, I believe, to develop a really discriminating desire for certain types of good reading, all under the influence of the librarian.

This is new with us this year and I pass it on as something I think is working out very successfully and is going to be well worth while.

An appeal has been sent out by the Alumni association of the Normal school, Bridgewater, Mass., for aid in replacing books and other equipment lost in the fire which recently destroyed the entire school plant. The state will doubtless replace textbooks and general equipment but in the meantime there is need for "such material and equipment as made the school before the fire one of the best in the country."

News from the Field

East

Emelyn M. Barrett, Pratt '24, of the Silas Bronson library, Waterbury, Conn., has been made head of the circulation department.

Gladys I. Culbertson, Pratt '23, formerly of the Public library, Washington, D. C., has become hospital librarian, West Roxbury, Mass.

Ruth E. McKinstry, Pratt '17, assistant librarian, New Jersey public library commission, takes the position of librarian of the high school, Stamford, Conn., February 9.

Helen Willard, Simmons '24, was married to John Bragdon Jay, December 11, 1924. Mrs Jay is continuing her work at the Massachusetts division of public libraries.

Myra Cone Sweet, Pratt '20, librarian, Public library, Southington, Conn., died December 31, 1924. Miss Sweet was a member of the staff of Pratt Institute free library for three years after graduating and her loss will be felt by members of the four classes whom she knew.

Harold A. Wooster, for the past five years librarian of the Atheneum, Westfield, Mass., has resigned to become librarian of the Public library, Brockton, Mass., succeeding Frank H. Whitmore, who resigned to become librarian of East Chicago and Indiana Harbor, Ind.

Lizzie A. Williams, librarian of the Public library, Malden, Mass., 1891-1912, died in Cambridge, December 20. Miss Williams was one of the early members of the A. L. A. and was a faithful attendant at all its meetings up until a few years ago when ill health compelled her to resign her position and more or less confined her to her environment. She was always a pleasant traveling companion in the many journeys which librarians have enjoyed and her happy disposition and keen sense of humor made her a general favorite.

Harriet Howe Ames, who was engaged in library work for more than half a century, died recently at her home near Boston. Miss Ames was connected for nearly 40 years with the Hoyt reference libra-

ry at Saginaw, Mich., and in the early days was a frequent attendant at the meetings of the A. L. A. She was 90 years old at the time of her death.

The death of another known to old members of the library profession is that of Mrs C. C. Soule, whose husband was a familiar and well beloved member of the A. L. A. up to the time of his death a few years ago. He was often consulted about plans for library buildings. Mr Soule was the founder and for many years the president of the Boston Book Company, now the F. W. Faxon Company, Boston.

The report of the Public library, New Haven, Conn., states that the year 1924 has seen the greatest use of books in the history of the library, the circulation reaching 683,942v. The most extraordinary gain was in the circulation from the John Davenport branch which was opened in April in its own building and where 83 per cent more books were issued than in the old building. The branch was named for the first librarian of the colony of New Haven.

The library spent about one-fourth less for books the past year, exclusive of special book purchases made for new branches. This has affected the work of the library and particularly has reduced the circulation from the children's room. It is expected the library's income for 1925 will be increased 10 per cent over that of 1924.

The art department, in its exhibits, has stressed the work of New Haven artists, 20 exhibits being held in the past year. In addition to these exhibits, displays of pictures have been held in the lobby of the main library building.

Josephine H. Thomas, in charge of the children's room for the past several years, resigned to open a children's bookshop. Julia F. Carter, for about 15 years in the children's department of the New York public library, has been appointed Miss Thomas' successor. Helen Salzman, who organized the business and industrial department of the library, resigned in November to become librarian of the Public library, Rome, N. Y.

Central Atlantic

Mrs Evelyn C. Eldredge of the staff of the Free library, Endicott, N. Y., has been made librarian, to succeed Margery Quigley, resigned.

Marie F. Wait, N. Y. S. '94-95, resigned as librarian of the Public library, Somerville, N. J., January 1, and has sailed on a trip around the world.

Anne L. Shiley, Pratt '07, formerly of the Documents office, Washington, D. C., has recently taken a position in the catalog division, Library of Congress.

A very important exhibit of original manuscripts and drawings of English authors from the Morgan library is on view at New York public library. It will continue until March 1.

The city of Bloomsburg, Pa., put on a campaign for library funds during December, the goal being \$100,000. The contributions reached a total of \$110,000, much to the satisfaction of the workers.

Ethel L. Baxter, N. Y. S. '17-18, recently librarian, Fleischmann laboratories, New York, has been appointed assistant librarian of the American Bankers association.

The report of the Public library of Utica, New York, shows a circulation of 515,660v., an increase of nearly 10 per cent over last year; number of books in the library, 104,901; appropriation for books, \$10,000. From the 10 classes of foreign books, those in Italian circulated most largely, Polish books being second.

The Public library, Rochester, N. Y., recently catered to a popular excitement in the hope of diverting some of its power to the library's needs. A cross-word puzzle "with purpose offered to whet wits" told of the necessity for larger appropriation, the need of a main library building being particularly stressed.

Marianne Moore, assistant in one of the branches of the New York public library, has been awarded the *Dial* prize of \$2000 in recognition of "distinguished service in American letters." The award was based upon Miss Moore's "Observations," now being published. She is the fourth recipient of the prize which was established in 1921.

Ada Alice Jones, N. Y. S. '88, sailed from New York, January 14, for a cruise around the world. Miss Jones retired last April after a continuous service of 35 years as head cataloger at the New York state library and as instructor in cataloging at the New York State library school for 23 years. She expects to return the latter part of May and will spend the summer with her sister in Portland, Ore., and the winter in New York.

George E. Lamb, for 23 years librarian of the Public library, Braddock, Pa., has resigned on account of ill health. Mr Lamb has been incapacitated since last October and felt compelled to give up his responsibilities at the library. Rev V. D. Kline, a local Episcopal minister, has been appointed Mr Lamb's successor. The Braddock library was the first Carnegie library in this country and is an institutional library.

The many library friends of Frances Jenkins Olcott, founder and for many years director of the Carnegie library, Pittsburgh, will be interested to know that she is at present engaged in preparing a series of supplementary readers for elementary schools. She is just finishing up a geographical supplementary reader soon to be published. In speaking of her work, Miss Olcott says: "My textbook writing is intensely interesting work. It takes research and a study of modern teaching methods. I am very happy in it all."

Miss Olcott's present address is 1270 Ocean Avenue, Brooklyn, N. Y.

The committee on the Eunice Rockwood Oberly memorial fund (See *P. L.* 29:302) has awarded the prize now due to Max Meisel, formerly of the science division of the New York public library, for the first volume of his extensive bibliography on American natural history. The bibliography, in a partially completed form, was accepted as Mr Meisel's graduation thesis by the New York State library school in June, 1916. (See *p.* 99).

A bibliography on the marketing of agricultural products, submitted by Emily L. Day, Katharine Jacobs and Margaret T. Olcott of the library staff of the Bu-

reau of agricultural economics, U. S. Department of agriculture, received honorable mention.

A group of friends of Wilberforce Eames met in the trustees' room of the New York public library, December 19, to give formal expression to the esteem and respect in which the veteran bibliographer is held by his associates. This expression took the form of a book prepared by Mr Eames' friends and presented to him by Dr George P. Winship, librarian of the Widener collection at Harvard. Dr Winship referred to the occasion as "probably the only one in history when so many persons were gathered together, all of whom knew more about a book than did Mr Eames. The gathering, therefore, might be called a surprise party intended to present a book to Mr Eames." Some 31 friends contributed articles on bibliographical topics.

The Public library, Rochester, N. Y., records a home use of books amounting to 1,472,111v., an increase of 12 per cent over the previous year. These books were distributed through 10 branches, 12 sub-branches, 75 deposit stations, 619 grade libraries in schools and 11 playgrounds. Number of books on the shelves, 171,018; population of city, 325,325; city appropriation, \$161,218, 49.5 cents per capita. Of the total circulation, 42 per cent was for children.

Rochester is one of the few remaining cities without a central library building. Many of the branches are now in rented quarters also. The policy of renting quarters has proved most unsatisfactory and the Library board is making plans to abandon it. The librarian states that the needs of the library are three-fold; more branches, better branches and a central library.

The 1924 annual report of the Grosvenor library, Buffalo, N. Y., gives an account of the sixty-fifth year of service of the library. The needs of the library are stressed. Greater and more extensive use of the library calls for increased city appropriation, which is lacking. There was an attendance of 93,863, an increase of 19,532. The report takes one through the library department by department,

showing increasing activity owing to the greater use made of the library's resources. Special mention is made of the musical collection to which have been added three special collections of music. The American songs in the music collection now number about 25,000. The new music room, with its two grand pianos, was used during the year by many music students and also for rentals. Exhibits, the library scrap-book and aid rendered other libraries are interesting features mentioned in the report. The reference department has started a supplement to Granger's Index and an index of current magazines to fill the gap before the arrival of the *Readers' Guide*.

Central

Hazel Burk, Los Angeles, '22, is librarian of the Public library, Spencer, Ind.

Eleanor Pease, Simmon '23, has resigned her position at the University of Cincinnati to become an assistant at the Woodward high-school library, Cincinnati.

Isabelle A. King, Pratt '21, assistant librarian, Thomas Crane public library, Quincy, Mass., has become head of the circulation department, Public library, Youngstown, O.

Jean MacNeill Sharpe (Mich. A. M., Wis. '18) has been made librarian of Rockford college, Rockford, Ill. Miss Sharpe has had charge of the graduate reading room for modern languages, University of Michigan, for the past four years.

A very beautiful flower picture painted by William J. Eastman was recently presented to the Public library, East Cleveland, Ohio, by the Eastman family as a memorial for their sister, Edith L. Eastman, who was librarian in East Cleveland until her sudden death in January, 1924.

Lois Lyerla has been appointed librarian of the Public library, Hillsboro, Ill., to succeed Bertha Welge, deceased. Miss Lyerla has had considerable experience in business and is now engaged in stenographic work in Washington. The Hillsboro library has 6000 volumes but has not

been cataloged. Agnes Bowles, high-school librarian, will assist in the technical part of the library's work.

A recent report of attendance and circulation of books at the Public library, Chicago, shows a marked increase over 1923, the gain in attendance being 42,000, and in circulation, 617,428. During the year, 180,000v. were added to the institution, making a total stock of nearly 1,500,000v. The circulation was more than 10,000,000.

The budget for 1925 will total \$1,342,750, of which \$205,000 will be spent for books.

Artena M. Chapin (Ill. '97) died at her home in Fort Wayne, Ind., December 22. Miss Chapin had a very successful library career. After leaving library school, she joined the staff of the Indiana state library, going from there to the Public library, Muncie, Ind., where she remained a number of years. She then went to the A. K. Smiley public library, Redlands, Cal., which she developed to one of the successful libraries of the Pacific Coast. Several years ago, Miss Chapin returned to Indiana to be near her aged mother, who passed away some two years ago. She then returned to California as librarian of the Public library, Alhambra, but a few months before her death, again returned to Fort Wayne, where she died at the home of her sister.

Miss Chapin was a very competent librarian, quiet and reserved in manner, but a useful member of the craft.

The recent annual report of the Public library, East Cleveland, O., records a circulation of 212,597v. in a population of 33,450, with 40,151v. on the shelves.

An activity a little out of the usual is the Shakespeare club for children of the eighth grade, 60 children selected from the various schools making up the membership. The plan is to study the life, times and works of Shakespeare by means of informal talks and lantern slides. A model of the Elizabethan stage was made and another of London in the time of Shakespeare and the year's work culminated in a Shakespeare festival, at which two scenes each from *As you like it* and *Twelfth night* were given, with

Shakespearean songs and Elizabethan dancing.

The librarian of the Shaw high-school branch gave instruction in the use of the library to 140 classes, giving 10 different lectures.

The library has a staff of 14 full-time and four part-time members.

The Newberry library, Chicago, is exulting in the acquisition of a rare book which was picked up recently in the bookstore of Alexander Greene, Chicago, by Dr Pierce Butler, curator of the Wing foundation of the library. Dr Butler has not been able to learn of any duplicate of this book which is 475 years old. Students of ancient books have observed in old illustrations books similar to this in use about 450 years ago. A copy of *Canterbury tales* printed in 1490 contains illustrations such as the Newberry's latest rarity and another such illustration is found in a German book where St. Walburg is shown carrying a book of devotions exactly like that found in the Greene bookstore. The German book, *The golden legion*, was published in 1485 and there are only two volumes extant.

The noted book of devotions was printed in 1450 and is of peculiar formation. Its leather sides extend beyond the edges and these flaps are tied in a knot at their ends, making a convenient and secure means of holding the book.

The fifty-third annual report of the Public library, Grand Rapids, Michigan, records the opening of three new branch libraries in school buildings, one of them a high school where the library quarters occupy about 3000 square feet of floor space.

Considerable space is given to a report of the work in connection with the deposit library in the Sunshine sanatorium, the municipal tuberculosis hospital.

The library's staff lunch room served 8881 lunches during the year at an average cost of 17.6 cents each.

The report closes with a discussion of the cost to the people of the city of the University of Michigan and the Public library in direct taxation. This part of the report was published in *PUBLIC LIBRARIES*. (*See* 29:296).

The library expended during the year from all sources, \$130,956, an increase of \$12,000 over the preceding year.

There were 705,008 books issued for home use and there were 565,266 readers in the reading rooms, both increases over the preceding year.

With the idea of providing a basis for enlarged coöperation between the Public library and the many business and cultural activities of Cincinnati, O., a new line of effort has been undertaken by the library. This work will be under the joint direction of Pauline J. Fihe and E. Gertrude Avey, who have been appointed respectively head of the Readers' bureau and field representative of the library. Miss Fihe (Wis. '11) has been in charge of the Walnut Hills branch library for several years and Miss Avey has been supervisor of children's work, so that both are familiar with library needs of the community.

As head of the Readers' bureau, Miss Fihe will handle adult education, the compilation of the library's reading lists, personal service in book selection, "ready reference" work and desk information, all of which will be conducted in the library's main entrance hall.

Miss Avey's work will be to make a complete survey and classification of Cincinnati's organizations. This will be done in coöperation with all branch librarians of the city in the expectation of creating larger interest on the part of the public in using its library and a better basis for meeting the demands of the library.

The biennial report of the Ohio state library for 1922-24 shows definite progress and advancement. The library is developing its function in a state-wide library service through the organization of new libraries and the improvement of existing libraries. In addition, the State library renders service to individuals and communities and provides legislation and bill-drafting service for the state.

The dozen objects that made up the State library's program for the two years just past are: Building of a complete library system for the state; strengthening of existing libraries; establishment of new libraries when county service seemed

too far in the future; developing the field of school library work; establishment of library service in state institutions; giving direct service to those people of the state not having local service through direct mail and traveling libraries; supplementary book service to libraries of the state; establishing special collections for service to state employes; establishment of visual education division; improvement and simplification of library laws; better distribution of documents, and expansion and improvement of legislative reference service.

The full program of 12 objects was endorsed by the Ohio library association.

A county library organizer was added to the field force and a number of school district libraries were organized, increasing the number from 33 to 81. Poorly supported municipal libraries have been reduced from 41 to 28; 15 of the 50 association libraries have changed to the school district form. Increased support has come to a number of libraries in the state because of better understanding of the library laws, and as the result of the State library's efforts, better tax support has come to 63 public libraries. Trained and experienced librarians have been placed in charge of six libraries formerly poorly manned.

A school librarian has been added to the staff and coöperates with the State department of education. A list of books for high-school libraries issued by the State library has been recognized as the official state list.

The traveling library collections have been increased from 40,000v. to 50,000v.

The appropriation for the present biennial period was \$156,840 as contrasted with \$86,330 for the previous biennium.

The State library, in many instances, served as an employment bureau.

South

Mary M. Lambert has been made children's librarian, Public library, Oklahoma City, Okla., to succeed Abigail Rice, deceased.

Louise Walker (Tex. '22), formerly branch librarian in Houston, has been appointed librarian of the Public Library, Tyler, Tex.

Ruth Girton, Los Angeles '19, has resigned her position in the Harrisburg public library to become supervisor of children's work, Public library, St. Joseph, Mo.

Ruth Miller, N. Y. S. '24, will join the staff of the University of Missouri library, March 1, as substitute head of the acquisition department for the remainder of the school year.

Jesse Cunningham, who has been in library work in Missouri for the past dozen years and for the last eight years librarian of the Public library, St. Joseph, has resigned to become librarian of Cossett library, Memphis, Tenn.

Irving R. Bundy, for several years secretary of the Missouri library commission, has been appointed librarian of the Public library, St. Joseph, Mo. Mr Bundy was a student at Albany, 1912, has had experience in college and normal school libraries and was formerly librarian at Leavenworth, Kan. St. Joseph has a good library and the prospect promises well.

The Public library, Kansas City, Mo., tells an interesting story of unexpected support for its pay collection. A letter signed "A Library User and Book Lover" came to the librarian, expressing the great pleasure the writer had had from the use of the library, particularly the pay collection. In appreciation of this service, \$50 was donated for the purchase of new books for the collection. The books were to be added to the regular collection when their price was obtained from rental, and the money collected used for the purchase of books over and over. The gift was gratefully accepted by the library.

The record of the fund for the first year is most interesting:

Rental received from books purchased, \$246.10, making the amount available for reinvestment, \$296.10; amount spent for new books, \$287.30, leaving a balance on hand of \$8.80; number of books purchased, 238; number of books transferred to free collection, 69; amount earned by the books transferred, \$103.80; number of books in rental collection, November 1, 1924, 169.

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Pacific Coast

Margaret Rooney, Los Angeles '19, is doing library and secretarial work in the Food Research Institute, Stanford university.

Jeannette C. Morgan, N. Y. S. '14-15, for five years assistant librarian, Senior high school, San Diego, Cal., has been appointed supervising librarian of the San Diego city schools.

Canada

Sarah Ford Barry, Pratt '22, was married, December 20, at Ottawa, Canada, to Dr Edward Archibald Petrie.

The forty-sixth annual report of Frazer Institute, Montreal, Quebec, records: Number of books on the shelves, 100,019; periodicals received, 108. The Institute has been the recipient in times past of much means, from which its income is largely derived, the total amount of donations up to the present being \$123,669. The revenue for the past year amounted to \$21,040 and expenditures to \$18,860. The assets of the library are \$467,890.

Foreign

The daily press carries the news of the generous gift of \$1,600,000 by John D. Rockefeller, Jr., to the University of Tokio for the purpose of replacing the magnificent library that was destroyed in the recent earthquake. Of this sum, \$800,000 will be spent for books, and the remainder for the building and equipment.

James G. Hodgson, for two years assistant librarian in the library of the University of Arizona, Tuscon, has sailed for Italy in the employ of the International Institute of agriculture, Rome. The library of the Institute contains 100,000v., with 3500 current periodicals from all parts of the world. Over 50 nations are members of the Institute and it probably has the best group of research workers in the library in Rome that may be found anywhere.

The marriage of Mr L. Stanley Jast, librarian of Manchester, England, to Miss Williams Murby took place, January 1. Mr Jast has twice been a delegate from the Library association of the United Kingdom to meetings of the A. L. A. and made a decided impression on those with whom he came in contact. He is probably the most dynamic library force in England and his acquaintances are as divided in opinion concerning him as are those of Melvil Dewey.

Mlle Denise Montel, Simmons '24, the French librarian who studied at Simmons college, 1923-24, as the holder of its foreign scholarship, returned to Europe last

July and has just been appointed assistant librarian of the International Institute of agriculture in Rome. Mlle Montel spent her two weeks of field work last Spring in the Brooklyn public library. She went to Washington for several weeks and profited greatly by her visits to its government and special libraries, particularly the Library of Congress, the Department of agriculture, and the U. S. Chamber of Commerce libraries. Mlle Montel is a native of Marseilles and was librarian of the Institut Colonial de Marseille. Her several years' study of Italian have been good preparation for the position in Rome. For the last two months, Mlle Montel has been with the International Affairs service in Paris.

The report of the Library for American studies in Italy states that its accessions now number "10,000 carefully selected books and pamphlets, with a full author and subject card catalog." Sixty of the best American reviews, magazines and newspapers are regularly received, gifts of their respective editors. The attendance at the library has nearly doubled in the last three years. Through the collaboration of the library of the University of Rome, the books of the library for American studies are made available to professors and students in all the universities of Italy through inter-library loans. Frequent assemblies for the discussion of political, educational and economical topics held in the library are largely attended by influential men of both Italy and America.

The library is maintained entirely by private subscriptions, memberships ranging from an annual membership at \$5 to life membership at \$250. The trustees are desirous of enlarging the membership and securing a substantial endowment.

Wanted—Head librarian and general assistant. Address Librarian, Public library, International Falls, Minn.

Wanted—Extension librarian for Stuntz township; library school graduate required. Hibbing Public Library system, Hibbing, Minn.